DOCUMENT RESUME

ED 194 865 CG 014 808

AUTHOR	Harrington, Howard: Sherman, Linda
TITLE	Five Evolving Strategies for Youth Services: A Resource Guide.
INSTITUTION	Cook County Sheriff's Youth Services Dept., Maywood, Ill.
SPONS AGENCY	Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.: Youth Network Council, Chicago, Ill.
PUB DATE	80
GRANT	79-JS-AX-0027
NOTE	55p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adolescent Development: Adolescents: *Child Advocacy: Community Development: *Delinquency Prevention: *Delivery Systems: Helping Relationship: *Intervention: Participation: *Resource Materials: Youth Problems: *Youth Programs

ABSTRACT

This resource guide, prepared by the Cook County Sheriff's Youth Services Department in Maywood, Illinois, contains information about five evolving styles of youth service delivery strategies, i.e., youth participation, youth advocacy, development of a comprehensive youth policy, youth development policy design, and delinquency prevention through community development. The guide is divided into three sections: (1) Strategies: Descriptions and Bibliographies, defining the concepts providing an overview, and suggesting related resources: (2) Information Resources, including a list of clearinghouses and youth-oriented newsletters: and (3) Supplementary Bibliographies, focusing on the areas of planning, assessment, evaluation, research, training, and funding. (Author/NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED194865

FIVE EVOLVING STRATEGIES FOR YOUTH SERVICES

A Resource Guide

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Karen J. Popowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

prepared by:
cook county sheriff's youth services department

Howard Harrington
Linda Sherman

Karen Popowski, Project Administrator
Donald W. Gaugush, Director

RICHARD J. ELROD, SHERIFF

spring 1980

CG 014808

This guide has been printed through funds made available by a community advocacy subgrant from the Youth Network Council, Chicago, Illinois.

Funded by LEAA Discretionary
Grant #79-JS-AX-0027
For The
ILLINOIS COLLABORATION ON
YOUTH PROJECT

For additional copies, please contact:

In Illinois - Cook County Sheriff's
Youth Services Department
1401 S. Maybrook Drive
Maywood, Il. 60153
(312) 865-2900

Out of Illinois - Youth Network Council
1123 W. Washington
Chicago, Il. 60607
(312) 226-1200

YOUTH SERVICES DEPARTMENT

The Youth Services Department (YSD) was established by Sheriff Richard J. Elrod in 1971 to plan, develop and operate projects to promote the well being of young people. The YSD is unique in that, while it functions within a law enforcement agency, it makes no arrests and is separate from the Sheriff's Police Department. Instead, the YSD offers police an alternative to referring youth to the traditional Juvenile Justice System.

The goal of the YSD is to assist in diverting youth from and/or minimizing their penetration into the Juvenile Justice System, through a variety of capacity building and prevention strategies.

To meet this goal the YSD provides a range of services to individuals and to the community. The Department also has access to a wide range of resources and information through contacts with both public and private agencies in suburban Cook County, as well as, regional and national projects.

The Youth Services Department provides assistance for the support, development, and networking of community based youth serving resources; it also encourages broad-based community support for local services and works to increase awareness and understanding of youth needs, problems and issues. In addition, the Department assists young people and families in developing skills, attitudes and behaviors which are appropriate and enriching.

Services include:	Training
	Technical Assistance
	Needs Assessment
	Resource Development
	Service Coordination
	Youth Groups
	Parent Groups
	Outdoor Adventure Education
	Resource Directory*
	Library
	Speakers Service
For:	Youth
	Police
	Parents
	Community Groups
	Schools
	Human Service Agencies
	Local units of government

*The Youth Services Department publishes and has made available annually without cost, upon request, a directory of youth serving agencies in suburban Cook County.

INTRODUCTION

The Community Education and Training Unit of the Cook County Sheriff's Youth Services Department is happy to share the following document with you. It contains information about five evolving styles of youth service delivery strategy together with bibliographies in six related program areas.

When originally conceived, this project was designed to produce an internal working document for the agency but as the project progressed the decision was made to also make this information available to other interested persons. For the Sheriff's Youth Services Department, this information will be utilized in the development of community education training programs and presentations in the area of youth programming. As such, the completion of this working document marks the end of the first phase of this project. Although it is written primarily from the perspective of youth service, hopefully, this information will be understood and applied by persons in local government, program planning, funding, and community groups. We encourage you to consider the general conceptual information and its implications from the perspective of your particular agency, group, or program, and to investigate more fully and make applications as you see fit.

The primary purpose of this Resource Guide is to make accessible the resources and information relating to the following five youth services delivery strategies: Youth Participation, Youth advocacy, Development of a Comprehensive Youth Policy, A Design For Youth Development Policy, and Delinquency Prevention Through Community Development.

While these are not entirely new concepts, in our research we found information about them to be fragmented and not fully accessible. This guide attempts to compile some of this information and these resources in order to better understand, develop, and operationalize the concepts. It should be noted that there is not total agreement as to the definition of these concepts which contributes to some lingering confusion. It is also important to remember that these are not concepts "etched in stone" but rather in the process of evolution and as such they depart somewhat from more traditional models of youth services delivery.

We have termed these strategies "evolving" because they have not been as fully developed as other youth service approaches such as crisis intervention, outreach, family therapy, etc. While many service providers feel a need for expanded services focused specifically on troubled individual young people and their families, there is a case to be made for equal allocation of resources directed toward changing conditions that do not affect young people positively. A balance is needed between providing remedial (corrective) services and preventive (developmental) services. As one of our critical readers pointed out – perhaps the distinction is an artificial one and what is needed are comprehensive services that assure or maximize opportunities and resources for young people. Yet we find it helpful to be able to articulate a distinction between services directed towards changing the individual's behavior and those directed toward change in conditions that affect people.

Perhaps these strategies have not been fully developed due to the absence of a commitment, lack of information or the necessary resources for the planning, coordination, research, and evaluation that they require. Certainly these strategies call for change, this may produce some tension or conflict which is uncomfortable for youth serving agencies in their struggle to survive.

It has been our intention to focus on these strategies in the evolutionary stages of their development. We have chosen, therefore, to treat each concept as a separate unit and have made no determination as to their inter-relationship or hierarchical importance in planning or implementation.

At the same time, while in many senses very different in their perspective, these strategies do represent certain common values or concepts. All focus on the planned change of conditions or systems that affect youth and employ a developmental approach to youth services as opposed to placing emphasis on individual behaviors. In these two senses they can be said to be preventive in nature. The strategies too place a high value on maximum community involvement including that of youth and on comprehensive resources for young people which are based on careful assessment, planning, and evaluation.

To the best of our ability, given very limited resources, we have attempted to locate resources related to various aspects of each strategy. We realize that we may have inadvertantly missed some. We, therefore, continue to consider this to be a working document and as such we welcome your input in the form of suggested additions, deletions, corrections, etc. We also welcome your assistance in highlighting those resources that you find particularly helpful.

ACKNOWLEDGEMENTS

We would like to express our appreciation to the many organizations both locally and across the Country that responded to our inquiries, that supplied us with information about their own programs, and that helped us to identify others.

We are especially indebted to the following persons who generously reviewed and commented on the first draft of the text:

1. Dennie Briggs, Professor, Department of Human Services – Human Justice Program
   Governors State University.

2. Larry Davenport, Director
   Youth Communication – Chicago Center

3. Stan Davis, Executive Director
   Chicago Alliance For Collaborative Effort (CACE)
   Juvenile Justice Task Force

4. Nancy Johnstone, Executive Director
   Youth Guidance

5. Bill Lofquist, Training Coordinator
   Associates For Youth Development – Tucson, Arizona

6. Barbara McDonald, Associate Director of Juvenile Justice
   Illinois Law Enforcement Commission

7. Laurie Pfaelzer, Student

8. Arnie Sherman, Executive Director
   Youth Network Council

9. Bill Southwick, Executive Director
   Northwest Youth Outreach

10. Katie Williams, Special Assistant For Youth Affairs – Region V
    Health Education & Welfare/Youth Development Bureau

11. Hank Zwirkowski, Executive Director
    Chicago Ridge Youth Service Bureau

We appreciate too the patient work of Ms. Mary Love, who typed the document in many drafts.

Our thanks to the Youth Network Council for its support and cooperation.

HOW TO USE THIS GUIDE

The Resource Guide is broadly divided into three sections:

I. STRATEGIES: DESCRIPTIONS AND BIBLIOGRAPHIES

The conceptual description of each strategy attempts to define the concept and provide an overview. The bibliography suggests resources related to that strategy.

II. INFORMATION RESOURCES

This section includes a listing of information resources, nationwide and for the state of Illinois, specifically related to aspects of these strategies. It also includes a list of clearinghouses which can serve to provide a great deal of information at low cost and of youth-oriented newsletters which provide up-to-date information.

III. SUPPLEMENTARY BIBLIOGRAPHIES

A separate bibliography for the areas of Planning, Assessment, Evaluation, Research, Training, and Funding have been included. These bibliographies attempt to provide assistance in locating information related to these strategies.

A note on the bibliographies: We have double-asterisked (**) those resources with which we have the most familiarity and which we found most valuable. Single-asterisked (*) entries are those which we also recommend. The asterisks indicate literature which we feel will be particularly helpful, good background, basic reading, and/or very practical. The asterisks do not indicate that the other materials are not also valuable; this system simply is our attempt to help those unfamiliar with the material decide where to begin further investigation. Admittedly, some of the materials are somewhat dated, but this can help to provide a better rounded and historical perspective.

TABLE OF CONTENTS

	Page Numbers
Youth Services Department	I
Introduction	III – IV
Acknowledgements	V
How To Use This Guide	VI
Table Of Contents	VII

STRATEGIES: DESCRIPTIONS AND BIBLIOGRAPHIES

Youth Participation	3-6
Youth Advocacy	7-10
Youth Development	11-14
Delinquency Prevention Through Community Development	15-18
Development Of A Youth Policy	19-21

INFORMATION RESOURCES:

National	25-30
Illinois	31-32
Clearinghouses	33-34
Newsletters/Journals	35-39

SUPPLEMENTAL BIBLIOGRAPHIES

Assessment	43-44
Planning	45-46
Research	47
Evaluation	49-50
Training	51
Funding	53

STRATEGIES:

Descriptions And Bibliographies

YOUTH PARTICIPATION

Youth participation is a process which attempts to actively incorporate youth into the fabric of the larger society by enabling them to participate in the decision-making and implementation of policies and programs which most immediately affect them and by providing opportunities for meaningful involvement in their environment.

This orientation comes at a time in history when youth feel increasingly alienated since it is rare for them to feel a sense of usefulness and worth while participating in an adult-dominated contemporary society. Youth feel this sense of alienation because: 1) there are few significant socially acceptable roles for them to fill, 2) viable employment opportunities are lacking, and 3) the notion that the continued pursuit of higher education guarantees substantive and lucrative employment appears to be increasingly more myth than reality.

The period of political and social unrest and turmoil of the 1960's and 1970's has had a significant impact most recently toward escalating the problems of youth alienation. A divisive war, the emergence of minorities and women as job competitors, and increased economic constraints, have all served to intensify this growing feeling of youth alienation.

Other sources of increased youth alienation have even deeper historical roots in the transition of the nation from an agrarian to an industrial/technological society. This change has had the effect of protracting, if not outright creating, that period of development called adolescence. Two to three hundred years ago there was a clear demarcation between childhood and adulthood (14-15 years) at which time the roles of provider, mate and parent were assumed. In an agrarian economy of family farms and small businesses, young adults supplied needed unskilled labor and so were seen as valuable resources which were absorbed into the economy as soon as possible.

Early in this Century, the United States began to move rapidly from an agrarian to a technological society. Such a shift created the demand for a more highly trained and diversified skilled labor force. This in turn created a demand for increased schooling which now lasts for many persons well into their 20's – even longer for persons entering certain specialized professions. The net effect has been that schools have isolated adolescents and have delayed the learning of adult roles, work habits, and skills. The emphasis on education in schools is on cognitive learning at the expense of affective education, decision-making, responsibility and cooperation. This condition becomes even more acute since young people today mature faster physically and socially and have a much better understanding of, and communication with the world than did their earlier counterparts.

As a result, the gap widens between the time when young persons are ready to accept adult roles and the time when these roles are available to them. In the interim, youth are consigned to adolescence – a period that Mary Conway Kohler, of the National Commission On Resources For Youth, calls the "purgatory of idleness."

Finally, this situation serves to confront youth with the following dilemma and sense of alienation: "Thus, modern man in an industrial economy finds that at the peak of his physical powers he is prevented from participating in the processes that directly affect the quality, and sometimes even the existence, of his own life. The resulting alienation not only does not blend, but on the contrary, sharpens youths' perceptions of the inconsistencies, hypocrisies, and myths of the ruling generation."[1]

Youth participation again is an attempt to extricate youth from a growing sense of frustration, helplessness, and alienation by drawing upon the experiences and resources of both youth themselves and of society at large. At the same time, youth participation activities also afford young persons the experience of beginning to learn to realistically deal with often apparently inflexible adult systems, policies, and vested interests. "If we value youth, we must provide them with the knowledge and experience that allows them both to negotiate and change the system in which they live."[2]

The period of adolescence is marked by the continual attempts of young persons to fulfill personal needs; those of gaining a sense of usefulness, competence, responsibility, and the feeling of being needed by others. It is also a time when contact with a variety of adults for the purpose of the ex-

[1] Youth Involvement, U.S. Department of Health, Education & Welfare, 1970, Page 5

[2] The Children's Cause, Milius, Steiner, National Academy of Sciences, Washington, D.C. - 1976 - Page 24

ploration of adult roles and attitudes is important even to the extent of testing out values and behaviors that are unacceptable to adults. A sense of self-worth arises as youth begin to feel that their own needs are being met and that at the same time they are responding to the real needs of their community (such as the problems of the environment, mass transportation, seniors, young children, etc.). Young persons should be encouraged to produce tangible products, perform services, and create art that can be appreciated by other segments of society, i.e., in significant action that meets genuine needs.

In New York City members of the Teenage Tenants Council monitor housing code violations in their neighborhood. Home Economics students in Portland, Oregon operate a restaurant in their school serving students and teachers. Students in Philadelphia present a traveling show to younger children to educate them about alcohol, drugs and venereal disease. And in Chicago, young people, students from various city and suburban schools, publish New Expressions, a newspaper "for and by students." In addition, youth across the Nation serve on boards of directors of social service agencies, religious institutions, and provide formal input to boards of education.

No matter what the nature of the project, the National Commission On Resources For Youth has identified the following as key elements in a good youth participation program:

1. Maximize Decision-Making by youth participants.
2. Address a need that is perceived as real by young people.
3. Be respected by the community.
4. Include a learning or reflective component.
5. Offer challenge and accountability.
6. Promote maturity.
7. Offer a glimpse of options available to youth in an adult world.
8. Offer a communal experience of being inter-dependent with other young people and adults.
9. Provide opportunity for a working partnership between adults and youth.

Participation in such projects by youth not only diminishes feelings of insecurity and alienation but produces a sense of being valued by others and a commensurate sense of youth valuing themselves. This development brings young persons out of the mold of mere recipients or consumers of programs and services that affect them and into the stature of key figures in the development and dispensation of such programs and services. In short, it makes young people participants in society rather than mere recipients of its resources and designs.

Thoughtful planning to involve youth in a variety of roles within programs and/or systems that affect them will address several programmatic concerns. First, while young people can productively participate on all levels of operation they, like adults, need adequate preparation. Thus it is important that youth be oriented and trained to fill those roles which are open to them. Hopefully, a process can be established by which young people can then move progressively through varied responsible roles according to their skills, abilities, and desires. Consistent adult support and a positive climate will help to insure success and maximize results. Planners will view youth as a resource and determine how young people can help to meet genuine needs. Various factors, i.e. transportation, liability issues, inexperience, lack of adult support or expertise have been identified as barriers to expanded roles for youth. However, with careful consideration, these issues can be and have been resolved creatively by most organizations. The benefits to community and to youth are many.

"One of the hazards for the adolescent is growing up toward adulthood and finding that he is 'on the outside looking in' and that there is no niche for him to fill, no place for him."[1] This situation will continue until the policy of youth participation and its implications are fully understood and implemented.

[1]Normal Adolescence: Its Dynamics and Impact – New York – Page 82

Erikson, Erik, Identity, Youth and Crisis, 1968; W.W. Norton, New York

**Etzioni, Amitai and Etzioni – Halevy, Eva, Social Change: Sources, Patterns, and Consequences, 1973; Basic Books, Inc., New York, NY

Friedenberg, Edgar, The Dignity of Youth And Other Atavisms, 1965; Beacon Press, Boston, Mass.

Gallagher, D., New Prospects For Youth: Worlds of Education Work And Services, 1976; National Manpower Institute. Washington, DC

Gloucester Community Development Corporation, The Gloucester Experiment: A Model Community Partnership Project, 1974; Gloucester Community Development Corporation, P.O.Box 15, Gloucester, Mass. 01930

Grant, J., and Grant, J.D., "Client Participation and Community Change", from Community, Psychology, and Mental Health, Adelson and Kalis; 1970, Chandler, Scranton

Hebelsen, Ardyth, Peer Program For Youth: A Group Interaction Plan To Develop Self-Esteem, Self Leadership and Communication Skills, 1973; Augsburg Publishing House, 426 Fifth St., Minneapolis, Minn. 55415

Herman, J., America's Young Workers: Preliminary Recommendations For Action, 1972; Institute by Pluralism and Group Identity, 165 East 56th Street, New York, NY 10022

Hissong, J., and Dignan, G., "Community Development for Youth" American Public Welfare Association, 1155 16th St. N.W., Washington, DC 20036 (A Two-Day Seminar for 50 people at $55.00 each – Title XX Qualified)

Holt, John, Escape From Childhood, 1974; E.P. Dutton and Co., Inc., New York

**Keniston, K., and the Carnegie Council on Children, All Our Children: The American Family Under Pressure, 1977; Harcourt Brace Jovanovich, 757 Third Avenue, New York, NY 10017

Lawson, Griffin, Donant, Leadership Is Everybody's Business, 1976; Volunteer Readership, Division of NICOV/NCVA, P.O. Box 1807, Boulder, Colo. 80306

National Advisory Committee on Criminal Justice Standards, Juvenile Justice and Delinquency Prevention: Report of the Task Force on Juvenile Justice and Delinquency Prevention, The National Advisory Committee on Criminal Justice Standards and Goals, 1976; L.E.A.A., Washington, DC

**National Board of YMCAS, Come Together – Why Should I?, National Board of YMCAS, 291 Broadway, New York, N.Y. 10007

*National Commission For Manpower Policy, From School to Work: Improving the Transition, 1976; U.S. Government Printing Office, Washington, DC

"Applying Community Development Principles to Youth Work", Y.M.C.A. Freeway Project, Harrow, Middlesex, England, 1977; Community Development Journal (London) Vol. 12(3): 212-218

*Behavioral Research Institute, National Evaluation of Youth Service Systems, 1973; Behavioral Research Institute, 2305 Canyon Blvd., Boulder, Colo. 80302

Canfield, J. and Wells, H., 100 Ways to Enhance Self-Concept In The Classroom, 1976; Learning Resources Corporation, 7594 Eads Avenue, La Jolla, Ca. 92037

Carnegie Commission on Higher Education, Toward A Learning Society; Alternative Channels to Life, Work, and Services, 1973; McGraw-Hill, New York

*Center for Youth Development and Research, Youthwork Bibliography and Youth Encounters The World Of Work and Youth Responds to Social Systems; Center for Youth Development and Research, 325 Haecker Hall, University of Minnesota, St. Paul, Minn. 55108

Chesler, J., Crawfoot, D., and Wittes, G., Student Power: Practice, and Promise, 1975; Citation Press, 50 West 44th Street, New York, NY 10036

*The Committee for the Study of National Service, Youth And The Needs Of The Nation, 1979; The Potomac Institute, 1501 Eighteenth St., N.W., Washington, D.C. 20036

Community Action Training Institute, News Man, Community Action Training Institute, P.O. Box 2446, Trenton, NJ 08608 Also – How to Start a Community Action Newspaper

Community Assistance Project, Community Assistance Project – Chester, (PA), 1978; C.A.P., 150 W. 5th St., Chester, Pa 19013

*The Community Involvement Program Handbook – Ontario Institute for Studies in Education – Community Involvement Program, 253 Bloor St., West, Toronto, Ontario, Canada

Detweiler, Herbert, How to Stand Up For What You Believe: A Teenagers' Action Guide, 1966; Association Press, New York

Dumont, Mathew, Young People: A Community Asset, 1969; National Assembly for Social Policy and Development, New York

*Edelman, P.B., and Toysner, M., Responding to Youth Unemployment: Towards A National Program of Youth Initiatives, December 8, 1976; New York State Division for Youth, Albany, NY

**Erikson, Erik, The Challenge of Youth, 1965; Anchor Books, Doubleday and Company, Garden City, NY

**National Commission on Resources for Youth, New Roles For Youth In the School and Community, 1974; Citation Press, New York, NY

–What Kids Can Do, National Commission on Resources for Youth, 36 West 44th Street, #1314, New York, NY 10036

–Youth Counsels Youth, Listing of Films and Videotapes on Youth Participation Projects, National Commission on Resources For Youth, 36 West 44th Street, #1314, New York, NY 10036

–Youth Into Adult, National Commission on Resources for Youth, 36 West 44th Street, #1314, New York, NY 10036

–Youth Tutoring Youth, Nine different publications including training manuals – National Commission on Resources For Youth, 36 West 44th Street, #1314, New York, NY 10036

National Student Volunteer Program, Training School Volunteers and High School Student Volunteers, National Student Volunteer Program, 806 Connecticut, N.W., Washington, DC 20525, 1972

National Youthwork Education Project, Youthwork Readings, 1978; Center for Youth Development and Research, University of Minnesota

**New Transcentury Foundation, Youth Involvement Study, 1969; National Institute of Law Enforcement and Criminal Justice, Washington, DC 20531 (Grant #OLEA-62)

Newman, Fred, Education for Citizen Action, 1975; McCutchan Publishing Corporation, Berkeley, CA

*Northwest Regional Education Laboratory, Student Competencies Guide: Survival Skills for a Changing World and, The Community Resource Person's Guide for Experience-Based Learning and, Experience-Based Learning: How to Make the Community Your Classroom and, Student Record of Community Exploration, Student Guide to Writing A Journal, 1977; Northwest Regional Education Laboratory, Portland, Oregon

*Office of Juvenile Justice and Delinquency Prevention, U.S. Dept. of Justice, Delinquency Prevention: Theories And Strategies by the Center For Action Research and The Westinghouse National Issues Center, 1979; U.S. Dept. of Justice, Washington, D.C.

Open Road, Report of the Citizen's Policy Center, Open Road, 1323 Anacapa, Santa Barbara, CA 93101

**Pearl, Wenk, Grant, eds., The Value of Youth, 1978; Responsible Action, Dialogue Books, P.O. Box 924, Davis, California 95615, also to be published: "Delinquency Prevention: Educational Approaches" and a volume on Youth Participation.

**Rado, S.A., Organizing an Effective Youth Involvement Unit, Volume 1, 1976; National Network of Youth Advisory Boards, P.O. Box 402036, Ocean View Branch, Miami Beach, FL 33140

**Rogers, Greenberg, Keller, Process for Program Development, Volume 1-4, 1976; National Office for Social Responsibility, 1901 North Moore, Arlington, VA 22209

*Samuels, Mimi, and Don, The Complete Handbook of Peer Counseling, 1975; Fiesta Publishing Corporation, 6360 N.E. , Fount Court, Miami, FL 33738

Schindler, Rainman, E., and Lippitt, R., The Volunteer Community;
**Creative Use of Human Resources, Center for a Voluntary Society, 1507 M St., N.W., Washington, DC 20005

Shepard, G.H., "Youth Services Systems" Police Chief, February, 1973; Volume 40, Number 2

*Simon, Howe, and Kirschenbaum, Values Clarification, 1972; Hart Publishing Company, New York, NY

Social Action Resource Center, Youth Action Teams: A Primer For Youth Participation And Youth Participation in Program Development Resource Kit, 1978; Social Action Resource Center, 18 Professional Center Parkway, San Rafael, CA 94903

**Spergel, Irving, Community Problem-Solving: The Delinquency Example, 1969; University of Chicago Press, Chicago, Il.

Spivack, M., "The Political Collapse of a Playground," Landscape Architecture Quarterly, 1969 July.

The Switching Yard, Workbook For Students in Community Services and TAG: A Resource Manual for Student Group Leaders, The Switching Yard, 1022 Sir Francis Drake Boulevard, San Anselmo, CA 94960

*Teen-age Health Consultants (TAHC) Program Guide, 1979; Enablers, 104 West Franklin, Minneapolis, MN 55404

Vardin, P., and Brody, T., eds., Children's Rights:
*Contemporary Perspectives, 1979; Teachers College Press, Columbia University, New York

Weber, R.J., and Custer, C., Youth Involvement, 1970; H.E.W., Social and Rehabilitation Service, Youth Development and Delinquency Prevention Administration, Washington, DC 20201

Wenk, E., Schools and Youth Unrest, 1971; (NCCO), 760 Market Street, #433, San Francisco, California 94102; available from: NCRJS Microfiche, Box 6000, Rockville, MD 20850

*Wisconsin Department of Health and Social Services, An Initiative For a Youth Development Plan in the State of Wisconsin, 1979; Madison, WI

Youth Development Bureau: Department of Health, Education and Welfare,
**A Design for Youth Development Policy, and, An Approach to Youth Participation in Organizations, and, An Introductory Manual on Youth Participation for Program Administrators, and, Catalog of Federal Youth Programs, Youth Development Bureau Publications, 330 Independence, S.W., Washington, DC 20201

*Zener, A., and Hall, J., Youth Effectiveness Training, 1976, 1977; Effectiveness Training, Inc., 531 Stevens Avenue, Solana Beach, CA 92075

YOUTH ADVOCACY

Youth advocacy is action which promotes the best interests of young people and protects their rights in a variety of settings including courts, schools, social agencies, and the family. It may be implemented by agencies, individuals, or institutions and directed toward a variety of conditions which affect youth in situations where the young person's power is either non-existent, reduced, or unrecognized and an advocate is needed to voice needs, express grievances, or help protect rights. An advocacy approach implies that some young people or groups of young people need help in redirecting community and/or personal resources and require increased social potence.

Two basic approaches to advocacy are case (individual) advocacy and class (system) advocacy. **Case advocacy** deals with the unique concerns or needs of a specific person. For example, a young person who is handicapped may need special services from a school system and an advocate is needed to assist the family by speaking for him/her to protect the student's rights or to negotiate with the school system. **Class advocacy** deals with the recurring and shared concerns of groups of people and attempts to bring about mutual problem resolution which will aid persons with whom the advocate may not be acquainted. In the previous example, if school policy does not provide adequate resources for handicapped students the advocate (perhaps parents) may be able to successfully challenge that policy on behalf of all handicapped students so that special services are instituted and continued.

In this country, youth advocacy has developed in two phases. During the last quarter of the nineteenth century a movement known as the "child savers" movement resulted in the development of child labor laws, compulsory education, and the establishment of the juvenile court. These early reforms, although protective and rehabilitative in nature, acted as social controls which reinforced middle-class norms and attitudes toward youth. They assumed the dependence of children and punished premature independence or inappropriate behavior. The underlying philosophy of this movement asserted that children had the right to comfort, safety, and growth but did not uphold the rights of children to choose for themselves, to be consulted, or to participate in and be informed about critical life decisions.

Youth advocacy of the seventies has its roots perhaps in Dr. Spock's child-as-person care of the fifties and in the social turbulence of the sixties. The development of youth advocacy as a strategy parallels concerns that led to the "child savers: movement. The concerns were with children's rights, ineffective social institutional programs, society's treatment of delinquents, and with opportunities available to all youth. Several government reports within the last decade have "legitimized" advocacy as a tactic for providing services to youth. The Joint Commission On Mental Health For Children and Youth (1970) concluded that children are vulnerable in relation to all institutions that provide services essential to their healthy mental and physical development. Since young people do not vote or wield economic power, children are politically powerless and must await adult intervention on their behalf. Our youth-related social service and legal systems have consistently assigned control of the young person's life to either the parents or to the State.

The most important government report to lend credibility to youth advocacy approaches was the report of the Joint Commission on Mental Health of Children in 1973. "We believe that every American Child has the right to a mentally healthy life of well-being and effectiveness. If we are to fulfill this right we must face squarely the social crisis of our times and commit ourselves to radical social change". Implementing such a mandate requires advocacy stances that imply changes in the institutions which govern youth, and a sharing to some extent of decision-making power with youth.

Human service agencies, particularly, find youth advocacy positions a dilemma. Human services have historically been viewed as instruments of social stability/conformity; advocacy stances are viewed as contributing to conflict and instability. Additionally, due to economic pressures, many service organizations find themselves more responsive to funding sources and governmental bodies than to community or clients. Advocacy activities by agencies often seem to be directed more towards advocating for survival or expansion of services than towards advocating for clients and towards conditions that affect them.

The advocacy paradox for community-based youth-serving agencies is to utilize resources and social power to further the best interests of young people while at the same time assessing the consequences to ensure that their ability to advocate over a long period of time is not threatened. If youth-

serving agencies do not advocate for the best interests of clients and for the protection of their rights, are they serving youth? Yet, if advocates alienate their support base, advocacy will fail. Advocates need enough flexibility so that their responses to negative pressure will not damage their ability to achieve advocacy goals. A commitment to advocacy requires a long, hard look at issues, strategies, and capabilities. An agency can choose strategies and issues which are most appropriate, according to its position and influence. Youth service providers should not act only to enforce society's norms and traditions, but they must also challenge conditions which negatively influence the youth with whom they are asked to deal and promote conditions in which youth will flourish.

The potential advocate will need to determine which roles or techniques are most appropriate. Familiar advocacy roles range from the watchdog consumer advocacy of Ralph Nader to the formation of coalition pressure groups, from litigation to public education and awareness campaigns. Political techniques can include: lobbying, testimony, petitioning, and public protest. Other advocates may choose to use pilot projects or data compilation and analysis as the intervention technique. Advocacy roles will be shaped, also, according to the targeted issue, agency, or community. Youth advocates may choose to act on behalf of youth, with youth, or to train youth to act as their own advocates. Providing young people and their families with the tools to advocate for themselves can decrease alienation by promoting independence and self-determination in addition to strengthening the family unit. Advocates should consider not only what their role will be in relation to youth, but what their role is towards the community in general. Some advocates adopt an adversarial stance and accept a high degree of conflict as a result while others take a resource consultant's role by providing information which affects the outcome of on-going planning.

Advocacy as a legitimate intervention on behalf of youth may seek to: 1) secure services or rights to which young people are entitled; 2) propose alternative responses to problems, more humane or efficient responses; 3) heighten public awareness of problems, issues and alternatives; 4) change or terminate practices and policies which are adverse to young people's best interests. These kinds of interventions can be directed at the individual person who is in control of the situation or resources, towards the administrative level of the organization in control, and/or at the policy level with the appropriate political or social system.

Youth serving agencies in the past have tended to focus on the individual level. The development of local, state and national networks and coalitions provides an ideal vehicle for class advocacy at administrative and policy levels. If conflict or threat is perceived, the individual member of the coalition is once-removed from the conflict; advocacy positions are more credible because of the numbers and variety of people involved; and resources for assessment, planning and action are combined.

One way to develop advocacy strategies is to analyze every aspect of the situation, who has control over it and what forces are influencing it. By this structure, called a force field analysis, present conditions are assessed and desired resources or conditions determined. Advocates, then ascertain which persons or organizations are in control of the situation or could provide needed resources. The advocate then has a more complete understanding of the problem, the goal, and the groups who are affected or involved. When selecting advocacy strategies the advocate should consider how the targeted persons or organizations are open to impact, what forces will hinder problem resolution, and which forces can work towards problem resolution. Who will oppose the change? Who will support it? How can positive forces be strengthened and negative forces be diminished? Is the targeted person or group more responsive to negative strategies or positive approaches?

The consequences of any particular strategy must be carefully considered; the advocate group must be aware of its own strengths and weaknesses and ability to impact the situation. An advocacy strategy can, then, be developed which will **best** lead to the provision of necessary resources or to satisfactory responses to unmet needs. Efforts to impact targeted persons or organizations will include a range of approaches from attempts to gain the favor of key decision-makers, to neutral efforts which provide information about unmet needs, to direct adversarial action against persons or organizations who are in control. These efforts can interact on individual, administrative and policy levels.

Once a strategy is developed, plans for implementation and evaluation can be made. Careful planning and adequate evaluation are essential. If desired changes are to endure, advocates must develop, not only their values and a productive structure, but also a variety of appropriate techniques. "Only feedback from careful experimentation, complete with random control and comparison groups can provide conclusions that will have an impact on policy information", ("Child Advocacy In The Juvenile Justice System", Social Work, May, 1976).

Youth advocacy is a complex set of processes, strategies, and techniques directed towards change which promotes the best interests and healthy development of young people and/or protects their rights. Youth involvement is important as it is in the best interests of young people (and society) that youth learn to articulate their needs, protect their rights as citizens, and participate in constructive social change. Intervention at administrative and policy levels is necessary if changes are to become institutionalized. When planning, the essential balance for youth service providers seems to be to obtain the needed change or resources without losing potency in future advocacy efforts or decreasing service capacity.

BIBLIOGRAPHY

•Behavioral Research Institute, National Evaluation Of Youth Service Systems, 1973; Behavioral Research Institute, 2305 Canyon Boulevard, Boulder, CO 80302

Bennett, Thomas R., "Advocacy", 1976; National Collaboration For Youth

Brager, George, "Advocacy And Political Behavior", January, 1966; Social Work, Volume 11, Number 1

•Center For Conflict Resolution, Conflict and Conflict Resolution and Consensus Decision-Making, The Center For Conflict Resolution, 731 State Street, Madison, WI 53703

Center For Law And Education, Alternative Schools: A Practical Manual, 1973· Center for Law Education, Gutman Library, 6 Appian Way, Cambridge, MA 02138

••Children's Defense Fund, Resources For Child Advocates, and It's Time To Stand Up For Children, and A Child Advocate's Guide To Capitol Hill and Federal Agencies, Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC 20036

••Coalition for Children and Youth, The Children's Political Checklist, 1978; Coalition for Children and Youth, Suite 600, 815 15th Street, N.W., Washington, DC 20005

Cole, Larry, Our Children's Keepers, 1972; Grossman Publisher's, New York

••Dale, Duane, How To Make Citizen Involvement Work: Strategies For Developing Clout, The National Center For Citizen Involvement, P.O. Box 1807, Boulder, CO 80306

•Davidson, W. and Rapp, C., "Child Advocacy In The Justice System", May, 1976; Social Work

••A Design For Youth Development Policy, 1978; Center for Action Research, Inc., 2019 10th Street, Boulder, CO 80302 : available through Department of Health, Education and Welfare.

Detweiler, Herbert, How To Stand Up For What You Believe: A Teen-Agers' Action Guide, 1966; Association Press, New York

•Ebenard, Milliren, eds., Educational Change: A Humanistic Approach, 1976; University Associates, LaJolla, CA

••Edelman, M., In Defense Of Children's Rights, 1978; Children's Defense Fund, Washington, DC

•Edelman, P., "The Massachusetts Task Force Report: Advocacy For Children", Harvard Education Review: Vol. 43; 1973

•Etzioni, Amitai and Etzioni-Halevy, Eva, Social Change: Sources, Patterns And Consequences, 1973; Basic Books, Inc., New York, NY

Haiman, F.S., Group Leadership And Democratic Action, 1951; Houghton Mifflin, Boston, MA

Hamberg, J., Where It's At, 1967; New England Free Press, 791 Tremont, Boston, MA 02118

Handbook On Child Advocacy and, An Advocacy Manual For Parents Of Handicapped Children, 1976; U.S. Government Printing Office, Superintendent of Documents, Washington, DC 20402

Hissong, J. and Dignan, G., "Community Development For Youth", American Public Welfare Association, 1155 16th Street, N.W., Washington, DC 20036 (A two-day seminar for 50 people at $55.00 each – Title XX Qual.)

•Hubbard, R., Lobbying By Public Charities, 1977; Volunteer Readership, Division of NICOV/NCUA, P.O. Box 1807, Boulder, CO 80306

Illinois Commission on Children, 3 West Old State Capitol Plaza, Room 206, Springfield, Il 62701, Report Of The Committee On Rights Of Minors (Nov., 1976), Report Of The Committee On Youth And The Law (Nov., 1978)

Institute For Child Advocacy, A Manual On Training Of Child Advocates, Spanish/English, Institute for Child Advocacy, 4305 South Broadway, Los Angeles, CA

•Institute for Child Advocacy, A Paper On Training Non-Professional Workers For Advocacy Roles, Institute For Child Advocacy, 4305 South Broadway, Los Angeles, CA 90037

••Institute For Child Advocacy, Research As A Tool In Problem-Solving At The Community Level; Institute For Child Advocacy, 4305 South Broadway, Los Angeles, CA 90037

••Institute On Pluralism And Group Identity, A Practical Guide To Coalition Building, 1976; Institute On Pluralism And Group Identity, 165 East 56th St., New York, NY 10022

••Joint Commission On Mental Health Of Children, Crisis In Child Mental Health: Challenge For The 1970's, 1970; Harper & Rowe, New York

Joint Commission On Mental Health Of Children, Social Change And The Mental Health Of Children, 1973; Harper & Rowe, New York

••Kahn, Kamerman, McGowan, Child Advocacy: Report Of A National Baseline Study, 1973; U.S. Department of Health, Education and Welfare, Washington, DC

Knitzer, John, "Advocacy And The Children's Cause", May, 1973; American Journal Of Orthopsychiatry

Lauren, R.J., Teachers Corps/Youth Advocacy Projects – Education For Troubled Youths, 1976; Eric Document Reproduction Service, P.O. Box 190, Arlington, VA 22210

League of Women Voters, Public Action Kit, and Making An Issue Of It, and Getting It All Together, League Of Women Voters, 1730 "M" Street, N.W., Washington, DC 20036

••Lippitt, Hooyman, Sashkin, Kaplan, Resourcebook For Planned Change, 1978; Learning Resources Corp., 7594 Eads Avenue, La Jolla, CA 92037

Livingston, Ling, ed., Youth Advocates, Inc., – Annual Report, 1974; Youth Advocates, Inc., 3839 Juda, San Francisco, CA 94122

Lowrie, R., and N.U., "The New Faces Of Advocacy", 11 (1972), Pp. 401-414- Journal Of The American Academy Of Child Psychiatry

Margolin, C., "Salvation Versus Liberation", Vol. 25, April, 1978; Social Problems

Murphy, P., Our Kinsky Parent The State, 1974; Viking Press, New York, NY

National Youthworker Education Project, Youthwork Coalitions, Center For Youth Development and Research, University of Minnesota, 48 McNeal Hall, 1985 Buford Avenue, St. Paul, MN 58104

••The O.M. Collective, The Organizer's Manual, 1975; Bantam Books, 666 Fifth Avenue, New York, NY

Pearl, G., and Barr, D., "Agencies Advocating Together, Vol. 57, Dec., 1976; Social Casework

••Platt, Anthony, The Child Savers, 1969; University Of Chicago Press, Chicago, Il.

Riley, P., "Family Advocacy", Vol. 50, 1971; Child Welfare

•Scheier, Ivan, People Approach: Nine New Strategies For Citizen Volunteer Involvement, The National Center For Citizen Involvement, P.O. Box 1807, Boulder, CO 80306

•Southern Conference Educational Fund, Common Group Problems, Getting And Keeping People Together, and, How To Negotiate, Southern Conference Educational Fund, 3210 West Broadway, Louisville, KY 40211

••Specter, Greg, Power: A Repossession Manual, The National Center For Citizen Involvement, P.O. Box 1807, Boulder, CO 80306

•Spergel, Irving, Community Problem-Solving: The Delinquency Example, 1969; University of Chicago Press, Chicago, Il.

Sussman, A., The Rights Of Young People, 1977; Avon Books, New York, NY

Trapp, Shel, Dynamics Of Organizing, and, A Challenge For Change, 1976; National Training and Information Center, 1123 W. Washington, Chicago, Il 60607

•Vardin, P., and Brody, T., eds., Children Rights: Contemporary Perspectives, 1979; Teachers College Press, Columbia University, New York, NY

Wald, Pat, Making Sense Out Of The Rights Of Youth, Winter, 1975; Center For Youth Development And Research, 325 Haecker Hall, University of Minnesota, St. Paul, MN 55108

••Weinstein, E., and Saltzman, J., Affecting Public Policy: A Consumer Guide To Coalition Building, Community Advocates, Inc., 5 Bond St., Great Neck, NY 11021

Williams, J., and Vergon, C., Students' Rights, and Responsibilities: A Legal-Educational Bibliography, 1975; Program for Educational Opportunity, Saginaw Students Rights Center, Saginaw, MI

Youth In Trouble: The Reach For Alternatives, 1972; Report of Conference at Cleveland, OH, Sponsored By Department of Health, Education and Welfare and The Council On Foundations.

•Zaltman, G., Duncan, R., Strategies For Planned Change, 1977; Learning Resources Corp., 7594 Eads Avenue, La Jolla, CA 92037

YOUTH DEVELOPMENT

In 1970, a group of specialists in the problems of youth and adolescence met to develop a policy statement that would offer communities assistance in the planning of youth services to enhance youth development and prevent delinquency. Six months of work resulted in the publication of the "National Strategy For Youth Development." Since that time, the Youth Development Bureau of the United States Department of Health, Education and Welfare has sponsored a program of policy research to test theories. A promising approach known as "capacity building for youth development" has emerged from this work.

The strategy begins by examining youth needs and problems from an untraditional viewpoint. Instead of asking, "Why do young people get into trouble", it asks: "How is it that the majority of young people become productive, contributing members of our communities?" The examination begins by identifying the characteristics of legitimate adult identity-recognizing that adolescence is the transition stage into adulthood. In order to understand why this transition is problematic (indicated in one measure by the fact that law violation peaks around sixteen to seventeen years of age and declines rapidly thereafter) it is important to identify those characteristics of adult roles which give adults a stake in society and provide them with a socially acceptable self-concept. Four components are identified by the strategy: A sense of **competence**, a sense of **usefulness**, a sense of **belongingness** and a sense of **power** or **potency**. These are generated through work roles, family interaction and by cultural, recreational, spiritual and political interactions.

These four characteristics do not come primarily from **within** the individual, but are derived mainly from the social world and its institutions. Social systems and institutions are essential in creating conditions which generate legitimate identity for young people as well as adults. When our society sees problems occuring for many young people, it is logical to ask whether these difficulties are because of the young person or due to the failure of social systems to provide access to roles or experiences necessary for a smooth transition from childhood to adulthood. In many ways, a youth development strategy asserts a much different framework that taken previously by the majority of youth programs. Youth programming has traditionally focused on the individual or family. However, might the majority of adolescent deviance originate not in the minds of these young people, but in the failures of our social institutions as adolescents move through educational roles and into adult work roles?

The strategy for youth development rests on the theory that young people's development into healthy, productive adults involves:

- Active participation in and access to acceptable, responsible social roles in each of the major socializing institutions: homes, school, and work.
- Positive labels from parents, friends, and favorable self images.
- Acceptance and integration into conventional institutional settings. (Page 22)

Young people need to feel that they are viewed positively and have an opportunity for substantial self-determination as members of the community. In contrast, negative labeling and limited access to conventional social roles are viewed as processes which are tied directly to alienation, delinquency and other forms of problem behavior. When young people feel that they have little control over their lives, diminished hope for fulfilling their goals or few chances to participate as part of a community that views them negatively, it is not surprising that they would reject the systems or institutions which have failed them.

"At the individual level, the objective of delinquency prevention and youth development programs is to intervene in this process and reverse it, providing increasing access to desirable social roles and decreasing negative labeling and feelings of alienation, thereby reinforcing conforming behavior patterns and involvement in conventional social roles. At the institutional level, the objective is to identify and change those aspects of institutional structure and processes which (1) limit access to desirable, conventional roles and (2) stigmatize youth through a negative labeling process." (page 22)

NOTE: All quotes and page numbers except as noted, refer to:

"A DESIGN FOR YOUTH DEVELOPMENT POLICY"
Center for Action Research, Inc.
Boulder, Colorado (1978)

The institutional structures and processes which assign roles and labels to youth (school, work, etc.) are frequently beyond the control of young people themselves. Thus, those social institutions must be targeted for change in order to improve community conditions. Communities should generate new patterns of behavior which preserve desirable institutional policy and practices and eliminate undesirable ones. The strategy for youth development advocates collaborative, planned, experimentation and is based on examining youth needs in the planning, implementing and evaluating of youth programs.

Beginning in 1971, the Center for Action Research embarked on a course of policy research, programming and evaluation to determine the usefulness of these theories for communities. This research has continued and seeks to make application of youth development strategies practical. A set of community-oriented instruments is available for use in the assessment and evaluation of youth development programs.

"A Design For Youth Development Policy" (Center for Action Research) sets forth the basic concept of a youth development strategy. It discusses implications for education, work, delinquency prevention and diversion. For example, a summary of the application of youth development principles to educational systems states: "Values can be realigned and emphasized differently so that young people can discover importance in their school experience. The structures within the school can be rearranged so that more students can demonstrate skill and can learn that they are competent and can belong. Greater participation of the school in the community and of the community in the school can provide more attractive models to emulate. Rearrangement of processes such as grading increases the probability of social rewards for performance as well as increasing the probability of commitment and attachment to schooling, improved self-concept and internal controls, and reduced alienation." (Page 52)

A subsequent paper, "Delinquency Prevention", for the Office of Juvenile Justice and Delinquency Prevention, suggests four redirections for educational systems. Identifying these kinds of systemic opportunities can provide community members and institutions with options for creative reallocation of resources to facilitate the mastering of developmental tasks by youth and to promote opportunities for growth.

This "Design" also includes discussion of the nature of institutional, organizational and inter-organizational change and outlines processes for collaborative change. Change is needed, not only in program content and direction, but also in policy formation, if changes are to endure. Policy-makers and program planners need to interact in the interest of comprehensive, consistent services. Values should be reflected and youth development concepts applied to the structure of services and institutions, as well as to the development of effective techniques for implementation. There are two forces to be aware of in the community: a tendency to deal with crisis situations first (which may deplete resources) and a tendency towards apathy (which perhaps springs from feelings of helplessness). Evaluation is essential for systematic learning and to revise assumptions, assessments, plans and programs.

It should be noted that the institutions which affect young people, i.e. educational, juvenile justice, family and work systems are not the only ones to be examined. Youth-serving agencies and systems must apply the strategy to their own developmental process as well. The application of a youth development strategy calls for the coordination of all youth services and for more effective allocation of resources. When all young people are provided, to the fullest possible extent, with the opportunities and resources they need, the remaining young people with individual problems can better receive the services they require.

BIBLIOGRAPHY

Annotated Bibliography For Child And Family Development Programs and a series on career development, 1977; Superintendent of Documents, U.S., Government Printing Office, Washington, DC 20402

"Applying Community Development Principles To Youth Work". YMCA Freeway Project, Harrow, Middlesex, England, 1977; Community Development Journal (London), Volume 12(3): 212-218

•Association For Supervision And Curriculum Development, Life Skills In School And Society, 1969; NEA, 1201 Sixteenth Street, N.W., Washington, DC 20036

•Behavioral Research Institute, An Evaluation Of The Oakland Youth Work Experience Program, 1975; An Integrated Theoretical Perspective on Delinquent Behavior, 1978; Behavioral Research Institute, 2305 Canyon Boulevard, Boulder, CO 80302

Canfield, J., and Wells, H., 100 Ways To Enhance Self-Concept In The Classroom, 1976; Learning Resources Corporation

•Carnegie Commission On Higher Education, Toward A Learning Society: Alternative Channels To Life, Work, and Services, 1973; McGraw-Hill, New York, NY

••Center For Action Research, The State Of The Art Of Capacity Building-Capacity Building For Youth Development: Analysis Of Federal Policy Options For Supporting Improvement In Community, Youth Development Programs and Capacity Building For Youth Development, Office Of Human Development Services, Room 3274, North Building, 330 Independence Avenue, #.2., Washington, DC 20201

Center For Community Change, The Comprehensive Employment And Training Program, 1978; Center For Community Change, 1000 Wisconsin, N.W., Washington, DC 20007

Center For Youth Development And Research, Youthwork Bibliography and Youth Encounters The World Of Work and Youth Responds To Social Systems, Center For Youth Development And Research, 325 Hoecher Hall, University Of Minnesota, St. Paul, MN 55108

•The Committee For The Study Of National Service, Youth And The Needs Of The Nation, 1979; The Potomac Institute, 1501 Eighteenth St., N.W., Washington, DC 20036

Community Action Training Institute, News Man, Community Action Training Institute, P.O. Box 1446, Trenton, NJ 08608., also: How To Start A Community Action Newspaper

Community Assistance Project, Community Assistance Project-Chester (PA), 1978; C.A.P., 150 West 5th Street, Chester, PA 19013

Crystal, J., and Bolles, R., Where Do I Go From Here With My Life?, 1974; Seaburg

DeLone, Richard, for the Carnegie Council On Children, Small Futures: Children, Inequality, and the Limits Of Liberal Reform, 1979; Harcourt, Brace, Jovanovich, New York, NY 10017

••A Design For Youth Development Policy, 1978; Center For Action Research, Inc., 2019 10th Street, Boulder, CO 80302, available through Department of Health, Education and Welfare

•Ebenard, Milliren, eds., Educational Change: A Humanistic Approach, 1976; University Associates, La Jolla, CA.

•Erikson, Erik, The Challenge Of Youth, 1965; Anchor Books, Doubleday and Co., Garden City, NY

•Erikson, Erik, Identity, Youth And Crisis, 1968; W.W. Norton, New York

••Etzioni, Amitai and Etzioni-Halevy, Eva, Social Change: Sources, Patterns and Consequences, 1973; Basic Books, Inc., New York, NY

•Glasser, William, Schools Without Failure, 1969; Harper, Row, New York, NY

Gloucester Community Development Corporation, The Gloucester Experiment: A Model Community Partnership Project, 1974; Gloucester Community Development Corporation, P.O. Box 15, Gloucester, MA 01930

Gottlieb, D., ed., Youth In Contemporary Society, 1973; Sage Publications, Beverly Hills, CA

Hissong, J., Youth – Community Coordination Project, 1977; American Public Welfare Association, 1155 16th Street, N.W., Washington, DC 20036

••Human Services And Resource Networks, 1977; Jossey-Bass, San Francisco, CA

Hunter, R.M., Comprehensive Delinquency Prevention Programs In The Community, Sam Houston State University, Available Through: NCJRS Microfiche Program, Box 6000, Rockville MD 20850

•Johnson, Bird, Little, Delinquency Prevention: Theories And Strategies, 1979; Westinghouse National Issues Center, Suite 1111, 2341 Jefferson Davis Highway, Arlington, VA 22202

••Keniston, K., and the Carnegie Council On Children, All Our Children: The American Family Under Pressure, 1977; Harcourt, Brace, Jovanovich, 757 Third Ave., New York, NY 10017

•Knight, Gutierrez, Goldstein, Organizing For Youth Development And Delinquency Prevention, 1974; California Youth Authority, available from NCJRS Microfiche Program, Box 6000, Rockville, MD 20850

Konopka, G., Requirements For Healthy Development Of Adolescent Youth, Center Of Youth Development And Research, University Of Minnesota, 48 McNeal Hall, 1985 Buford Avenue, St. Paul, MN 55108

••Miller, M.C., Developing Community Planning Capacity For Youth Development And Delinquency Prevention Programming, Eric Document Reproduction, P.O. Box 190, Arlington, VA 22210

National Advisory Committee On Criminal Justice Standards, Juvenile Justice And Delinquency Prevention: Report Of The Task Force On Juvenile Justice And Delinquency Prevention; the National Advisory Committee On Criminal Justice Standards And Goals, 1976; L.E.A.A., Washington, DC

••National Commission For Manpower Policy, From School To Work: Improving The Transition, 1976; U.S. Government Printing Office, Washington, DC

•National Commission On Resources For Youth, New Roles For Youth In The School And Community, 1974; Citation Press, New York, NY, Youth Tutoring Youth, Nine Different Publications Including Training Manuals, National Commission On Resources For Youth, 36 West 44th Street, #1314, New York, NY 10036, Youth Into Adult, National Commission On Resources For Youth, 36 West 44th Street, #1314, New York, NY 10036, What Kids Can Do, National Commission On Resources For Youth, 36 West 44th Street, #1314, New York, NY 10036.

National Youth Work Alliance, Youth Employment Programs, and, 1978 National Youth Workers Conference Proceedings, 1978; National Youth Work Alliance, Publications Office, 1346 Connecticut Avenue, N.E., Washington, DC 20036

National Youthworker Education Project, Youthwork Readings, 1978;
Center for Youth Development and Research, University of Minnesota

•New York Division For Youth, New York Division For Youth-Goals And Objectives-A Planning Model, 1975; Program Evaluation And Planning, 84 Holland Avenue, Albany, NY 12208, available from: NCJRS Microfiche Program

••Office Of Juvenile Justice And Delinquency Prevention, U.S. Dept, Of Justice, Delinquency Prevention: Theories And Strategies By the Center For Action Research and the Westinghouse National Issues Center, 1978; U.S. Dept. Of Justice, Washington, DC

•Open Road, Report Of The Citizen's Policy Center, Open Road, 1323 Anacapa Street, Santa Barbara, CA 93101

••Panel On Youth Of The President's Science Advisory Group, 1974, Youth: Transition To Adulthood, University Of Chicago Press, Chicago, Il.

"Preventing Juvenile Delinquency. A Basis For Dialogue", March, 1971; Delinquency Prevention Reporter

•Quest, Inc., You Are Somebody Special, Quest, Inc., 2707 North Main, Findlay, OH 45840

Recklers, Dinitz, Murray, "Self Concept As An Insulation Against Delinquency," 1956; #21, December: 744-746, American Sociological Review

Report Of A Special Task Force To The Secretary Of Health, Education And Welfare, Work In America, 1973; M.I.T. Press, Cambridge, MA

•Riecken, Henry and Baruch, Robert, eds., Social Experimentation: A Method For Planning And Evaluating Social Intervention, 1974; Academe Press, Inc., New York, NY

•Rogers, Greenberg, Keller, Process For Program Development, Volume 1-4, 1976;
National Office For Social Responsibility, 1901 N. Moore, Arlington, VA 22209

••Rothman, Jack, Planning And Organizing For Social Change, 1974;
Columbia University Press, New York, NY

•Runkel, Schmuck, Martell and Derr, Handbook Of Organization Development In Schools, 1972;
National Press Books, Palo Alto, CA

Sarason, S.B., Carroll, C., Malton, K., Cohen, Lorentz, E., "Community Psychology, Networks, and Mr. Everyman", Vol. 31, American Psychologist

Shepard, G.H., "Youth Services Systems", Vol. 40, No. 2, Feb., 1973, Police Chief

Silberman, Charles, Crisis In The Classroom, 1970; Random House, New York, NY

•Simon, Howe, and Kirschenbaum, Values Clarification, 1972; Hart Publishing Company, New York, NY

Thayer, L., and Beeler, K., Affective Aspects Of Education, 1975; American Educational Research Association

Things You Never Learn In School, American National Red Cross, March, 1975; Check with local office.

Tyler, R., ed., From Youth To Constructive Adult Life, 1978; McCutchan Publishing, Berkeley, CA

•Wenk, E., Schools And Youth Unrest, 1971; NCCO, 760 Market Street, #433, San Francisco, CA 94102; available from: NCRJS Microfiche, Box 6000, Rockville, MD 20850

•Wirtz, Willard, and the National Manpower Institute, The Boundless Resource: A Prospectus For An Education-Work Policy, 1975; The New Republic Book Co., Inc., Washington, DC

•Wisconsin Department of Health and Social Services, An Initiative For A Youth Development Plan In The State Of Wisconsin, 1979; Madison, WI

Y.W.C.A., A Job At The End: Guidelines For Teen Counseling, Training and Career Development, 1975;
Y.W.C.A. National Board, 600 Lexington Avenue, New York, NY

•Youth Development And Juvenile Delinquency, Report Of A Wingspread Conference 1977;
The Johnson Foundation, Racine, WI 53401

•Youth Development Bureau: Department of Health, Education and Welfare, A Design For Youth Development Policy and An Approach To Youth Participation For Program Administrators and Catalog of Federal Youth Programs, Youth Development Bureau Publications, 330 Independence, S.W., Washington, DC 20201

Youth In Trouble: The Reach for Alternatives, 1972; Report Of Conferences at Cleveland, OH, Sponsored by Department of Health, Education and Welfare and The Council On Foundations.

•Zener, A., and Hall, J., Youth Effectiveness Training, 1976, 1977;
Effectiveness Training, Inc., 531 Stevens Avenue, Solana Beach, CA 92075

DELINQUENCY PREVENTION THROUGH COMMUNITY DEVELOPMENT

The development of any strategy for delinquency prevention is based on assumptions or beliefs about the causes of delinquency. Various theories of delinquency causation have attributed the problem to a breakdown of social controls; the development of delinquent sub-cultures which reinforce delinquent behavior; individual pathology; biological factors; negative labeling; and a lack of optimal developmental opportunities for youth. Successful strategies for delinquency prevention will probably take into consideration all of these theories.

There has been increased interest in delinquency prevention strategies within the past decade due to the success of preventive strategies in public health and medical services, and because rehabilitation and punishment have been viewed as inadequate. Prevention has been broadly defined as action to deter or correct delinquent behavior. Therefore, approaches identified as preventive have included legal deterrence, redefinition of behavior which classifies certain acts as no longer delinquent, diversion, and individual treatment. This broad definition of preventive activities encompasses programs which label some individuals as pre-delinquents and projects that provide treatment for those with already established problems. Thus these preventive programs are often corrective in nature, deal with individual, "symptomatic" behaviors and are more appropriately described as remedial efforts. Prevention is better defined as measures taken **before** delinquent acts occur which deal with conditions believed to contribute to those acts **or** actions which create conditions that contribute to the healthy development of young people. A balanced response to the needs of young people relies, not only on providing direct services to individual young people and their families, but also on a commitment to changing those community conditions which contribute to delinquent acts. A community development focus does not overlook remedial or corrective services but focuses on damaging experiences and conditions which affect numbers of young people. The emphasis on conditions refocuses preventive activities; delinquency prevention becomes an active community process of need and resource assessment, problem idenfification, collaborative problem-solving, and strategy development.

This emphasis on community conditions is based on the knowledge that failure by many young people to master the developmental tasks of adolescence and adults' failure to provide experiences which would foster their development are reflected in the incidents of delinquency our communities are experiencing. The educational and work systems, family, and peers are the major structures of socialization for youth. These systems ought to provide young people with opportunities to loosen their economic and social dependencies, acquire social skills for satisfying relationships, develop intellectual skills and career readiness, and learn productive work habits and a sense of competence.

When considering closely the nature or causes of delinquency, it is easy to recognize that these factors are often not under the direct control of young people themselves. As suggested by the Center for Action Research, perhaps successful prevention activities rely on focussing our efforts differently. "Instead of the question, 'Why do kids get into trouble?', the appropriate question is, 'How do most youth become useful, productive, and contributing adults in their communities?' "
(A Design for Youth Development Policy, 1978, p. 1)

"Juvenile delinquency and its prevention are community problems, and both the contributing factors and the solutions are to be found in the community" (Associates for Youth Development) Although juvenile delinquency is a problem of (inter)national scope, it manifests itself differently from community to community. Specific needs, problems and resources therefore make a one-dimensional, across-the-board prevention model unrealistic. Local individuals and groups can best determine the contributing factors in their community, assess needs, and select appropriate interventions. People who live in the community can best determine the unique problems of their own locale. For example, the conditions which contribute to some young people's sense of alienation or isolation are often different in a suburban area than in the city. Community members involved with planning and problem resolution can also represent the influence that social attitudes and values will have on planning. Are present service systems acceptable? What degree of tolerance does the community have for "deviant behavior. How are young people viewed in the community? Community efforts should be planned and ongoing and include the collaboration of citizens and practitioners, including youth. There is a need for processes which will involve and motivate local residents (again including young people) to make a commitment to reduce dilenquency and promote collaborative development of coordinated, comprehensive plans. One such approach is a community problem-solving strategy.

This approach to problem-solving begins with a defined need or problem or with a systematic assessment of needs and/or resources; it determines the nature of the problem, identifies desirable conditions or results, and develops strategies for change. The process is participatory and the community owns responsibility for both the problem and the resolution. When communities identify their own problems, they are less likely to feel threatened by those problems or needs and less fearful of change. Community development strategies, therefore are aimed towards giving people the capacity and skills they need to initiate and implement change. This means generating awareness of problems and interest in problem resolution and that citizens should be brought together to solve problems; technical expertise regarding planning and problem-solving methods needs to be shared. At the same time a community development approach to delinquency prevention refocuses service delivery from individual behaviors to the contributing conditions in the community which that behavior may reflect. For example, if a school is experiencing a very high rate of truancy, merchants, parents, police and school officials may all have cause for concern. A remedial response might be to send a counselor to talk to each truant young person and his/her family. A community development response, however, might be the formation of a representative committee including young people to determine the reasons for the truancy. That committee may, for example, find that the majority of unexcused absences were caused by students missing the school bus and because students whose parents were away at work were staying home to care for younger siblings. More frequent bus service and the development of accessible, inexpensive day care could have a much greater, longer lasting impact than providing counseling for students and their families.

Frequently, mechanical solutions to problems, i.e. adding buses, replacing glass windows with plexiglass, etc. are not the answer. Young people's futures are affected by many other less tangible community conditions: services available (or unavailable) to them, the variety of resources available to families, employment expectations, the school climate, attitudes about adolescents and many other conditions that are controlled by adults, not young people.

"Delinquency prevention has not been established as a coherent practice with reliable results" (Delinquency Prevention, 1979, p.1) Integrating theory and practice, i.e. operationalizing delinquency prevention activities presents some major difficulties. First, although rhetoric is given to the importance of preventive strategies, they are often viewed as a luxury and assigned a low priority on policy, funding and programmatic levels. Secondly, delinquency prevention efforts are still at an evolutionary state. There is a great need for research and evaluation to determine whether social service activities can impact the causes of delinquency, particularly, when strategies are based on assumptions and beliefs. Yet frequently, prevention programs are expected to provide immediate measurable results based on a reduction of juvenile court and/or police statistics. Also, while most theories support a long-range need for societal reform, most communities demand crisis intervention now. While youth-serving agencies have been viewed, traditionally, as direct service providers, movement towards community development activities may conflict with present values, both internally and externally. Lastly, the still experimental nature of delinquency prevention strategies necessitates the development of information systems and analysis of research and evaluative data to improve credibility and efficiency.

While an emphasis on planned, comprehensive prevention programs for communities is essential, it is important that prevention programming does not excuse communities from dealing with the most unmanageable young people in the community or those who are already enmeshed in the system. Resources can be allocated to balance remedial services for young people in need with preventive services directed toward conditions that affect many young people.

Finally, it is essential that the utilization of community development approaches to delinquency prevention include the active participation of young people. Evidence supports the idea that alienation is a primary cause of delinquency. Active youth involvement in shaping the conditions/programs that affect them can go a long way towards reducing alienation and promoting young people's commitment to their community.

BIBLIOGRAPHY

Alinsky, S., Reveille For Radicals, 1945; University of Chicago Press, Chicago, Il.

**Alinsky, Saul, Rules For Radicals, 1971; Random House, New York

"Applying Community Development Principles To Youth Work", YMCA Freeway Project, Harrow, Middlesex, England, 1977; Community Development Journal (London) Volume 12(3): 212-218

•Behavioral Research Institute, An Evaluation of the Oakland Youth Work Experience Program, 1975; An Integrated Theoretical Perspective on Delinquent Behavior, 1978; Behavioral Research Institute, 2305 Canyon Blvd. Boulder, CO 80302

••Bennis, Benne, and Chin, eds., The Planning of Change, Holt, Rinehart and Winston, New York

Boston, Guy D., Community Crime Prevention, 1977,
National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850

•Burkhart, Kathryn, A Reasonable Alternative: Community-Based Service for Status Offenders Through Voluntary Agency Collaboration, 1979; National Assembly – National Juvenile Justice Program Collaboration, 345 E. 46th St., New York, NY 10017

Center for Conflict Resolution, Conflict and Conflict Resolution, Consensus Decision-Making,
The Center for Conflict Resolution, 731 State St., Madison, WI 53703

•Collins, Alice and Pancoast, Diane, Natural Helping Networks: A Strategy For Prevention, 1976;
National Association of Social Workers, 1425 H. St., N.W., Washington, DC 200

Community Assistance Project, Community Assistance Project – Chester (PA), 1978;
C.A.P., 150 W. 5th Street, Chester, PA 19013

•Dale, Duane, How To Make Citizen Involvement Work: Strategies For Developing Clout,
The National Center For Citizen Involvement, P.O. Box 1807, Boulder, CO 80306

••A Design For Youth Development Policy, 1978, Center For Action Research, Inc., 2019 10th Street, Boulder, CO 80302; available through Dept. of H.E.W.

"Does Your Community Have A Well-Defined Youth Policy?", Arizona Technical Assistance Review, 1977;
Nov./Dec., Associates for Youth Development, Tucson, AZ

•Edelman, M., In Defense Of Children's Rights, 1978; Children's Defense Fund, Washington, DC

••Etzioni, Amitai and Etzioni-Halevy, Eva, Social Change: Sources, and Consequences, 1973;
Basic Books, Inc., New York, NY

Grant, J., and Grant, J.D., "Client Participation and Community Change", From: Community, Psychology, and Mental Health, Adelson, and Kalis, 1970; Chandler, Scranton, PA

Hamberg, J., Where It's At, 1967; New England Free Press, 791 Tremont, Boston, MA 02118

Hissong, J., and Dignan, G., "Community Development For Youth", American Public Welfare Association, 1155 16th St., N.W., Washington, DC 20036 (A two day seminar for 50 people at $55.00 each – Title XX Qualified)

Hissong, J., Youth-Community Coordination Project, 1977;
American Public Welfare Association, 1155 16th Street, N.W., Washington, DC 20036

••Huenefeld, John, The Community Activist's Handbook: A Guide to Organizing Financing, and Publicizing Community Campaigns, 1940, Beacon Press, Boston, MA

Hunter, R.M., Comprehensive Delinquency Prevention Programs In The Community,
Sam Houston State University; Available through: NCJRS Microfiche Program, Box 6000, Rockville, MD 20850

Institute for Child Advocacy, A Manual On Training Of Child Advocates, Spanish/English,
Institute For Child Advocacy, 1305 S. Broadway, Los Angeles, CA

Institute For Child Advocacy, A Paper On Training Non-Professional Workers For Advocacy Roles,
Institute For Child Advocacy, 1305 S. Broadway, Los Angeles, CA

•Institute For Child Advocacy, Research As A Tool In Problem-Solving At The Community Level;
Institute For Child Advocacy, 1305 S. Broadway, Los Angeles, CA

•Institute On Pluralism and Group Identity, A Practical Guide To Coalition Building, 1976;
Institute On Pluralism and Group Identity, 165 E. 56th St., New York, NY 10022

•Jones, Garth and Praeger, Frederich, Planned Organizational Change, 1967; New York, NY

••Kaufman, Nancy, Evaluating Prevention: Demystifying The Myth, 1979;
Wisconsin Bureau of Alcoholism and Other Drug Abuse, 1 West Wilson, Room #523, Madison, WI 53702

•Klein, Donald and Goldston, Stephen eds., Primary Prevention: An Idea Whose Time Has Come; proceedings of the Pilot Conference On Primary Prevention, 1977; U.S. Govt. Printing Office, Washington, DC #017-024-000635-1

•Knight, Guiterrez, Goldstein, Organizing For Youth Development and Delinquency Prevention, 1974;
California Youth Authority – Available from: NCJRS Microfiche Program, Box 6000, Rockville, MD 20850

•Lauderdale, M., and Peterson, J., Community Development,
Education, Training, and Research Sciences Corporation, Washington, DC

•League Of Women Voters, Public Action Kit and Making An Issue Of It and Getting It All Together;

League Of Women Voters, 1730 "M" Street, N.W., Washington, DC 20036

Lippit, Hoovman, Sashkin, Kaplan, Resourcebook For Planned Change, 1978;
Learning Resources Corp., 7594 Eads Avenue, La Jolla, CA 92037

Luft, J., Group Processes, An Introduction To Group Dynamics, 1970; Second Edition
National Press Books, Palo Alto, CA

Martin, Fitzpatrick, and Gould, The Analysis Of Delinquent Behavior: A Structural Approach, 1970
Random House, New York, NY

Martin, J.M., ed., Delinquency Prevention: The Convergence Of Theory Building, Political Influence, and New Modes of Advocacy, 1971: Institute For Social Research, Fordham University, Bronx, NY 10458

Milner, Storm, Schachstick, Wylder, A Citizen's Handbook On Evaluating Delinquency Prevention Programs, Also: Planning for Delinquency Prevention, Social Justice Professionals Program, Sangamon State University, Springfield, IL 62708

Mondale, W.F., "Social Accounting, Evaluation and The Future Of Human Services", Evaluation, Fall, 1972, Volume 1 – Number 1

Morris, William and Sashkin Marshall, Organization Behavior In Action, 1976; West Publishing Company, New York, Boston, and San Francisco

National Advisory Committee On Criminal Justice Standards, Juvenile Justice and Delinquency Prevention: Report Of The Task Force On Juvenile Justice and Delinquency Prevention – The National Advisory Committee on Criminal Justice Standards and Goals, 1976, L.E.A.A., Washington, DC

**National Institute On Drug Abuse, Primary Prevention In Drug Abuse: An Annotated Guide To The Literature, 1977; Prevention Branch, NIDA, 11400 Rockville Pike, MD 20852

National Network, Prevention; A Positive Process, 1978; National Network, #801,1705, De Sales Street, N.W., Washington, DC 20036

New York Division For Youth; New York Division For Youth-Goals and Objectives-A Planning Model, 1975; Program Evaluation and Planning, 84 Holland Ave., Albany, NY 12208, available from: NCJRS Microfiche Program

**Office of Juvenile Justice and Delinquency Prevention, U.S. Dept. of Justice, Delinquency Prevention: Theories And Strategies By The Center For Action Research and The Westinghouse National Issues Center, 1979; U.S. Dept. of Justice, Washington, DC

*The O.M. Collective, The Organizer's Manual, 1975; Bantam Books, 666 Fifth Ave., New York, NY

*Polk, K., and Schafer, W., Schools and Delinquency, 1972; Prentice Hall, Englewood Cliffs, NJ

Preventing Delinquency, 1977; Volume 1; U.S. Department of Justice, L.E.A.A., Office Of Juvenile Justice and Delinquency Prevention, Washington, DC

Programs To Prevent Juvenile Delinquency, 1976; Office Of Juvenile Justice and Delinquency Prevention, Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, DC 20531

*Robinson, J., and Clifford, R., Process Skills in Organization Development, 1972; Board of Trustees, University Of Illinois, Urbana, IL

*Rogers, Greenberg, Keller, Process For Program Development, Volume 1-4, 1976; National Office For Social Responsibility, 1901 North Moore, Arlington, VA 22209

**Rothman, Jack, Planning And Organizing For Social Change; Columbia University Press, New York, NY

Sanders, Irwin, Making Good Communities Better, 1959; University of Kentucky Press, Lexington, KY

*Sarason, S., et. al., The Community At The Bargaining Table, Institute For Responsive Education, 704 Commonwealth Ave., Boston, MA 02215

**Scheier, Ivan, People Approach: Nine New Strategies For Citizen Volunteer Involvement The National Center For Citizen Involvement, P.O. Box 1807, Boulder, CO 80306

*Schindler-Rainman, E., and Lippitt, R., The Volunteer Community: Creative Use Of Human Resources, Center for a Voluntary Society, 1607 "M" Street, N.W., Washington, DC 20005

**Schur, Edwin, Radical Non-Intervention: Rethinking The Delinquency Problem, 1973; Prentice Hall, Inc., Englewood Cliffs, NJ

Shepard, G.H., "Youth Services Systems" Police Chief, Feb., 1973; Volume 40 – Number 2

Sorrentino, Anthony, How To Organize Community-Based Programs, Illinois Commission On Delinquency Prevention, Social Justice Professionals Program, Sangamon State University, Springfield, IL 62708

Southern Conference Educational Fund, Common Group Problems, Getting And Keeping People Together, and, How To Negotiate, Southern Conference Educational Fund, 3210 W. Broadway, Louisville, KY 40211

*Specter, Greg, Power: A Repossession Manual, The National Center For Citizen Involvement, P.O. Box 1807, Boulder, CO 80306

*Spergel, Irving, Community Organization: Studies In Constraint, 1972; Sage Publications, Beverly Hills, CA

**Spergel, Irving, Community Problem-Solving: The Delinquency Example, 1969; University Of Chicago Press, Chicago, IL

Taylor, J., and Randolph, J., Community Worker, 1975; Jason Aronson Publishing, New York, NY

Trapp, Shel., Dynamics Of Organizing and A Challenge For Change, 1976; National Training And Information Center, 1123 W. Washington, Chicago, IL 60607

Youth Development and Juvenile Delinquency, Report of a Wingspread Conference, 1977; The Johnson Foundation, Racine, WI 53401

*Zaltman, G., and Duncan, R., Strategies For Planned Change, 1977; Learning Resources Corp., 7594 Eads Avenue, La Jolla, CA 92037

DEVELOPMENT OF A YOUTH POLICY

Any attempt to define, conceptualize, or develop a youth policy is a difficult and complex problem. The concept appears to mean different things to different people and consists of certain elements for some that it does not for others. Youth policy can be discussed in relationship to different levels of government, i.e., local, state, federal, etc. Nonetheless, putting aside the variety of perceptions and the particular sphere of government, a unified and conerent youth policy should incorporate most, if not all, of the following principles.

The primary focus of a youth policy ought to be **preventive in nature.** Emphasis should be placed on those policies, programs and services that promote institutional/systems change, e.g., schools, family, employment, etc. This thrust makes a shift away from the treatment of problems and pathologies of individual young people toward efforts to improve those common conditions affecting all youth. In brief, it is a refocusing from servicing only "problem" youth toward improving those institutions and systems which impact the lives of all. In this context, attention and resources should also be directed toward the role that the more global issues of poverty, racism, and unemployment play as causitive conditions of youth related problems.

When the delivery of remedial kinds of services is warranted, such services should be equally **accessible** to all youth regardless of level of income, education, ethnicity, or geographical location. Many services should be provided on an outreach basis when necessary in order to incorporate all. Setting up mobile units or outposts might well accomplish this purpose. A campaign to create public awareness should be part and parcel of such programming in order to inform all potential consumers of the availability of services.

Services for youth should be as **comprehensive** as possible and their delivery should be provided in a **coordinated** manner. Delivery systems should be equipped to provide a whole array of services: financial, housing, employment, health, (e.g., substance abuse, nutrition, sexuality information), special education, counseling, training, etc., and should not be organized and delivered piecemeal by individual or specific type of service. At the same time, such services should be in sufficient supply both qualitatively and quantitatively so as to respond to a wide range of specific needs.

The identification of these needs, also an integral part of a youth policy, should be done in a sustained and systematic manner and on an on-going basis. Once assessed, these needs should be prioritized and responses to them developed accordingly. Implicit in such a process is the identification of some minimum standards of needs which should receive first priority and without their attainment the delivery of youth services should be considered a failure.

Once identified and prioritized, the delivery of programs and services which respond to these needs should be the result of a collaborative effort between health, education, and social service agencies. Characteristically, their delivery should be planned, coordinated and supervised by a single agency such as a local family and child service agency, community coordinating council, or some other facilitating body which has overall responsibility. Many proponents have also called for the development of a national network of family resource centers to provide such coordination

It makes sense for a number of reasons that the **family** become the focal point for the delivery of youth programs and services. A 1970 White House Conference on families asserted the following: "Present human service systems tend to fragment and undermine the family. All such delivery systems should be directed to provide services and supports through and to the family as a unit with recognition of the different needs, strengths, and weaknesses of varying family forms."

In All Our Children, Kenneth Keniston, together with the Carnegie Council On Children, calls for the empowerment of parents with more responsibility for the coordination of services to their children, and more specifically calls for an integrated network of family services. A positive youth policy housed within the framework of a national policy for families, would make the family the focal point for delivery of youth programs and services.

DEVELOPMENT OF A YOUTH POLICY

Youth should be empowered and encouraged to **participate** in the development of youth policy at all levels. They should not only be recipients or consumers of policy, programs, and services but more importantly be responsible too for their planning and delivery, as these bear most directly on their lives. Such positive participation would have the effect of engaging youth by making them responsible participants in solving their own problems.

Lastly, the development of a youth policy cannot be accomplished without enabling legislation at the appropriate level (if for no other reason than to define jurisdictional responsibility) and would be far from responsible if it did not implement some mechanism for accountability along the way.

While a youth policy incorporating the above principles can be implemented at many levels, it seems easiest to envision this being most easily accomplished at a community level. Once such a local network is in place, it seems logical to believe that more encompassing networks, e.g., state, regional, etc., then be set in place. And in this developmental scheme the prospect of the implementation of a national youth policy does not appear to be quite so overwhelming a notion. In fact, the United Nations International Year of the Child and 1980 White House Conference on Children and Youth seem to be appropriate forums for such a consideration, i.e., the development of a national and international youth policy.

Therefore, a youth policy, whether implemented at a local, state, federal, or even at an international level, seems to be an effort to provide a network of services which is at the same time **accessible** to all youth, regardless of race, poverty, ethnicity, or labeling as "delinquent"; **comprehensive**, and provides services which are delivered in a **coordinated** manner. At the same time, the network should supply programs and services in sufficient number and quality so as to respond to real, identified needs which have been prioritized together with some attention toward defining some minimum standards. Such a network should be primarily **preventive** as opposed to treatment oriented; should view the **family as the focal point** of the delivery of programs and services; and should **empower youth** to be active participants in their planning and delivery.

BIBLIOGRAPHY

Agranoff, Robert, "Beyond Fear: Approaches to Organizing Human Services in the Community, May, 1977; Public Management

**Barton, Paul, Designing Youth Policy: Starting Points, June, 1977; National Manpower Institute, 1211 Connecticut Avenue, N.W., #301, Washington, DC 20036

*Buell, Bradley & Associates, Community Planning For Human Services, 1952; Columbia University Press, New York

Carnegie Commission On Higher Education, Toward A Learning Society: Alternative Channels To Life, Work, And Services, 1973; McGraw-Hill, New York

*Center For Action Research, The State Of The Art Of Capacity Building – Capacity Building For Youth Development: Analysis Of Federal Policy Options For Supporting Improvement In Community Youth Development Programs and Capacity Building For Youth Development, Office Of Human Development Services, Room 3274, North Building, 330 Independence Avenue, S.W., Washington, DC 20201.

*Coalition For Children And Youth, The Children's Political Checklist, 1978; Coalition For Children And Youth, Suite 600, 815 15th Street, N.W., Washington, DC 20005

*The Committee For The Study Of National Service, Youth And The Needs Of The Nation, 1979; The Potomac Institute, 1501 Eighteenth Street, N.W., Washington, DC 20036

DeLone, Richard, and the Carnegie Council On Children, Small Futures: Children, Inequality, and The Limits Of Liberal Reform, Summer, 1979; Harcourt Brace Jovanovich, 757 Third Avenue, New York, NY 10017

**Dolbeare, K., ed., Public Policy Evaluation, 1975; Sage Publications, P.O. Box 5024, Beverly Hills, CA 90210

*Edelman, P. B., and Raysner, M., Responding To Youth Employment: Towards A National Program Of Youth Initiatives, December 8, 1976; New York State Division For Youth, Albany, NY

Etzioni, Amitai and Etzioni-Halevy, Eva, Social Change: Sources, Patterns, and Consequences, 1973; Basic Books, Inc., New York, NY

**Ewen, John, Towards A Youth Policy, 1972; MBA Publication, 37 Belvoir Street, Leicester, England

*Gallagher, D., New Prospects For Youth: Worlds Of Education, Work, and Services, 1976; National Manpower Institute, Washington, DC

Gottlieb, D., ed., Youth In Contemporary Society, 1973; Sage Publications, Beverly Hills, CA 90210

Hissong, J., and Dignan, G., "Community Development For Youth", American Public Welfare Association, 1155 16th Street, N.W., Washington, DC 20036 (A Two Day Seminar for 50 people at $55.00 each – Title XX Qual.)

Hubbard, R., Lobbying By Public Charities, 1977;
Volunteer Readership, Division of NICOV/NCUA, P.O. Box 1807, Boulder, CO 80306

•Human Services And Resource Networks, 1977; Jossey-Bass, San Francisco, CA

Hunter, R.M., Comprehensive Delinquency Prevention Programs In The Community, Sam Houston State University; available through NCJRS Microfiche Program, Box 6000, Rockville, MD 20850

•Institute On Pluralism And Group Identity, A Practical Guide To Coalition Building, 1976;
Institute On Pluralism And Group Identity, 165 E. 56th St., New York, NY 10022

Kahn, A.M., Planning Community Services For Children In Trouble, 1963;
Columbia University Press, New York, NY

••Keniston, K., and the Carnegie Council On Children, All Our Children: The American Family Under Pressure, 1977; Harcourt Brace, Jovanovich, 757 Third Avenue, New York, NY 10017

•Keh, J., The American Family, 1978; Human Values And Public Policy, 1978;
Institute On Pluralism And Group Identity, 165 East 56th St., New York 10022

••Kinch, R., ed., Strengthening Families Through Informal Support Systems, A Wingspread Report, 1979;
The Johnson Foundation, Racine, WI

League Of Women Voters, Public Action Kit, and, Making An Issue Of It, and, Getting It All Together,
League Of Women Voters, 1730 "M" Street, N.W., Washington, DC 20036

•National Commission For Manpower Policy, From School To Work: Improving The Transition, 1976;
U.S. Government Printing Office, Washington, DC

National Commission On Resources For Youth, New Roles For Youth In The School And Community, 1974;
Citation Press, New York, NY

••National Research Council Advisory Committee On Child Development, Toward A National Policy For Children And Families, 1976; Printing and Publishing Office, National Academy Of Sciences, 2102 Constitution Avenue, Washington, DC 20418

National Youth Work Alliance, Youth Employment Programs, and, 1978 National Youth Worker Conference Proceedings, 1978; National Youth Work Alliance, Publications Office, 1346 Connecticut Avenue, N.W., Washington, DC 20036

Open Road, Report Of The Citizen's Policy Center, Open Road, 1323 Anacapa St., Santa Barbara, CA 93101

•Panel On Youth Of The President's Science Advisory Group, 1974, Youth: Transition To Adulthood,
University Of Chicago Press, Chicago, IL

••Pearl, Wenk, Grant, eds., The Value Of Youth, 1978; Responsible Action, Dialogue Books, P.O. Box 924, Davis, CA 96515. To be published: "Delinquency Prevention: Educational Approaches" and a volume on youth participation.

"Preventing Juvenile Delinquency: A Basis For Dialogue, March, 1971, Delinquency Prevention Reporter

Specht and Grant, "Social Policy Formation: A Social Process", From Non-Professionals In The Human Services, Grasser, Henry, and Kelly, eds., 1969; Jossey-Bass, San Francisco, CA

Steiner, G.Y., Milius, P.H., "Is A Children's Policy Possible?", Chapter 10, The Children's Cause, 1976;
The Brookings Institute, Washington, DC

••Weinstein, E., and Saltzman, J., Affecting Public Policy: A Consumer Guide To Coalition Building,
Community Advocates, Inc., 5 Bond Street, Great Neck, NY 11021

•Wirtz, Willard, and the National Manpower Institute, The Boundless Resource: A Prospectus For An Education-Work Policy, 1975; The New Republic Book Co., Inc., Washington, DC

Youth Development And Juvenile Delinquency, Report Of A Wingspread Conference, 1977;
The Johnson Foundation, Racine, WI 53401

••Youth Development Bureau; Department Of Health, Education and Welfare, A Design For Youth Development Policy, and, An Approach To Youth Participation In Organizations, and, An Introductory Manual On Youth Participation For Program Administrators, and, Catalog Of Federal Youth Programs, Youth Development Bureau Publications, 330 Independence, S.W., Washington, DC 20201

INFORMATION SOURCES

National

Illinois

Clearinghouses

Newsletters/Journals

INFORMATION SOURCES – NATIONAL

ACLU Foundation
Juvenile Rights Project
22 East 40th
New York, New York 10016
Involved with youth advocacy and children's rights activities.

American Library Association –
Young Adult Services Division
50 East Huron
Chicago, Illinois 60611
Information on First Amendment Rights of youth, youth access to information, and censorship.

American Society For Training Development
P.O. Box 5307
Madison, Wisconsin 53705
A non-profit society comprised of individuals who design and administer training and management development programs; good publications and materials list.

Associates For Youth Development
5423 East Fairmont
Tucson, Arizona 85712
A national technical assistance resource for youth development, delinquency prevention, and juvenile justice. The organization will assist in planning, assessment, design, development, implementation, and management of programs and services which provide positive opportunities for youth. Materials and publications are available; a newsletter is forthcoming.

Behavioral Research and Evaluation Corporation
2305 Canyon Boulevard
Boulder, Colorado 80302
A non-profit research organization which conducts basic and evaluation research on contemporary social problems including crime, delinquency, and runaways; has a publication list.

California Youth Authority
4241 Williamsborough Drive
Sacramento, California 40213

Involved in youth development and delinquency prevention activities. The prevention and community corrections branch has resources and information available concerning a broad range of youth activities and services.

Carnegie Foundation
Council on Children
1619 Broadway
New York, NY 10019
Established to explore the position of children in American society, to examine the history of child-rearing, and to develop policy recommendations. A publications list is also available.

Center For Action Research
2019 10th Street
Boulder, Colorado 80302
Research center which developed the "Strategy For Youth Development"; publications list includes reports on evaluation, research, assessment, capacity-building for youth development and delinquency prevention.

INFORMATION SOURCES - NATIONAL

Center For Community Change
1000 Wisconsin Avenue, N.W
Washington, DC 20006

A non-profit organization developed to provide resources and support to community organizations, provides technical assistance, focuses on policy issues and has a publications list.

The Center For Conflict Resolution
731 State
Madison, Wisconsin 53703

An educational organization which provides information and skills development in areas such as group process, conflict resolution, problem-solving, and planning change; publications list, a resource center and workshops and seminars are available.

Center For Law And Education
Gutman Library
Appia Library
Cambridge, Massachusetts

The national support center on educational issues for legal assistance programs; participates in litigation and develops training. A publications list is available.

Center For Youth Development And Research
University Of Minnesota
Room 325 - Haecker Hall
1364 Eckles Avenue
St. Paul, Minnesota 55108

The Center offers courses on youth work issues, provides research and research consultation in the field, develops community projects, has a resource center, and operates a National Youth Worker Education Project; an Adult/Youth Collaboration Project trains participants to identify youth service needs and develops community action plans; an on-going state-wide youth opinion poll is a resource for planners. Publication list is available.

Child Welfare League
1346 Connecticut, N.W.
Washington, DC 20036

A voluntary membership organization with accrediting, research, legislative, and information functions. Several newsletters and numerous other publications primarily concerned with residential care, foster care, and adoptions are published.

Childrens Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, DC 20036

A child advocacy group which has developed "A Children's Public Policy Network" to provide information exchange on model policies and practices, how-to pamphlets for local advocates, technical assistance, and current information on policy developments; publications list is available - particularly dealing with removal of children from their homes for placement.

Coalition For Children And Youth
815 - 15th Street, N.W.
Washington, DC 20036

An organization of national, state, and local groups which strives to improve the quality of life for children and youth, acts as an information exchange center for the national child advocate voice. A newsletter is available.

Council on Foundations, Int.
The Foundation Center
888 Seventh Avenue
New York, NY 10019

Council provides computerized information on foundations and has organized a national network of foundation reference collections; publications list and bibliographies available.

Institute For Child Advocacy
4305 South Broadway
Los Angeles, California 90037

A community-based program which utilizes "a community development approach to child advocacy"; publications list is available.

Institute For Social Research
Fordham University
Bronx, New York 10458

Developed and reported on a series of conferences for a "National Program For The Development Of Strategies For Juvenile Delinquency Prevention".

League of Women Voters
Youth Project
1730 "M" Street, N.W.
Washington, DC 20036

The organization is concerned with citizen participation in the political process; publication list available.

Learning Concepts
2501 North Lamar
Austin, Texas 78705

Teaching and training materials are available from this publishing company.

Learning Resources Corp./University Associates
7594 Eads Avenue
La Jolla, California 92037

Excellent publications and nation-wide training programs concerning organizational development, training, assessment, human resource development; publication list and training events schedule available.

National Association of Prevention Professionals
P.O. Box 3969
Eugene, Oregon 97403

National Center For Voluntary Action
1785 Massachusetts, N.W.
Washington, DC 20036

Provides technical assistance and training to Voluntary Action Centers; involved in a community crime prevention project utilizing volunteers and jointly operates a publications distribution center.

National Center For Youth Law
3701 Lindell
St. Louis, Missouri 63108

National Commission On Resources For Youth
36 West 44th Street
New York, NY 10037

A non-profit organization that works to expand opportunities for young people in their schools and communities by identifying existing youth participation programs, assisting in the development of new programs, and bringing programs to others attention; serves as a national clearinghouse and information sharing network and develops films, guides, and manuals to assist in the establishment of programs.

National Council of Jewish Women
15 East 26th Street
New York, NY 10010

National Council of Y.M.C.A.'s
291 Broadway
New York, NY 10009

Has planning, program model, evaluation, and funding resources available for Y.M.C.A.'s and other community agencies; publications list available.

National Council On Crime And Delinquency
Youth Development Center
411 Hackensack Avenue
Hackensack, NJ 17601

An organization which provides community consultation and training, publishes criminal justice journals, engages in research, and collects and disseminates information about crime and delinquency.

National Endowment For The Humanities-Youth Programs
Mail Stop 103
Washington, DC 20506

National Information Center on Volunteerism
P.O. Box 4179
Boulder, Colorado 80306

National Center For Citizen Involvement
P.O. Box 1807
Boulder, Colorado 80306

A resource organization which provides training, needs assessment, evaluation, and information to volunteer programs; good publications list. Center will do literature searches, and provides "Quick Reference Sheets" for beginners regarding program management.

National Juvenile Justice Program Collaboration
291 Broadway
New York, NY 10007

A collaboration of twenty-three national organizations (Y.M.C.A., Y.W.C.A., Big Brothers/Big Sisters, Boys/Girls Clubs/Scouts, etc.) which has a grant to capacity-build for local affiliates, services to status offenders, and youth at risk; reports, evaluations, and program models from six sites are avail.

National Manpower Institute
1211 Connecticut Avenue, N.W., #502
Washington, DC 20036

Concerned with critical issues affecting young: transition from school to work, collaborative positive change at the local level; publications list and reports available.

National Network
#801
1705 De Sales Street, N.W.
Washington, DC 20036

Formerly National Network of Runaways and Youth Services-A national coalition.

National Public Relations Council
815 Seasonal Avenue
New York, NY 10017

Publications on fund raising.

National Student Volunteer Program – ACTION
806 Connecticut, N.W.
Washington, DC 20525

Supports student volunteer programs through information, technical assistance and training materials; materials and services available without charge. A publications list is available.

National Youth Work Alliance (Formerly National Youth Alternatives Project)
1346 Connecticut, N.W.
Washington, DC 20036

A national coalition of community-based youth workers focused on state-wide coalitions which work to coordinate youth advocacy efforts on a national level; clearinghouse, newsletter, and publications list available. Alliance also has access to state youth work conditions.

New York State Division For Youth
84 Holland Avenue
Albany, NY 12208

Office Of Juvenile Justice: U.S.Dept. of Justice
633 Indiana Avenue
Washington, DC 20001
Office is responsible for administering the Juvenile Justice And Delinquency Prevention Act; publications list.

Open Road
c/o The Citizens Policy Center
1323 Anacapa Street
Santa Barbara, CA 93101
Encourages policies and programs which help young people to become competent, independent, and socially responsible; operates apprenticeship programs, a for-profit corporation, a student involvement project which trains young people to deal with critical concerns affecting the school environment, and researches issues on public policy development.

Responsible Action
P.O. Box 924
Davis, California 95616
Features a publications program called Dialogue Books to educate public about social problems; publications list available - areas of youth policy and participation, school crime, moral education are covered.

Robert Kennedy Memorial Foundation
1035 30th Street, N.W.
Washington, DC 20036
Sponsors a Fellows Program, Youth Policy Institute, Journalism Awards Program, and local programs that challenge youth to affect the world in which they live.

Social Action Research Center
18 Professional Center Parkway
San Rafael, CA 94963
A research center involved in some youth participation projects, school climate, surveys and corrections; has a publications list and is developing a youth participation manual for youth action teams.

Social Advocates For Youth
975 North Point
San Francisco, CA 94109
A network of twelve (12) non-profit centers which provide individual services and work towards positive institutional change; the national center in San Francisco focuses on advocacy.

Social Research Group
George Washington University
A.A.U.W. Building
2401 Virginia Avenue
Washington, DC 20037

Student Community Involvement Center
1022 Sir Francis Deake Blvd.
San Anselmo, CA 94960
Has developed materials and publications for teachers and program administrators regarding student internship programs, student volunteers in community services, and student group leaders.

The Three O'Clock Lobby
P.O. Box 431
East Lansing, Michigan 48824
A youth-initiated and youth-operated advocacy group; publishes a newsletter.

Pyramid Project
Suite 201
39 Quail Court
Walnut Creek, California 94596

Supported by the Prevention Branch of the National Institute on Drug Abuse, Pyramid is a resource sharing network for primary drug abuse prevention; information is transferrable to delinquency prevention and resources are available in areas of program models, training, evaluation, etc.; newsletters.

Youth Community Coordination Project
American Public Welfare Association
1155 16th Street, N.W.
Washington, DC 20036

A project encompasses five sites nation-wide which emphasize prevention, agency cooperation, and identification of needs based on research in order to develop a coordinated and integrated planning body which then will develop youth programs in response to identified needs; a report of the project is available.

Youth Development Bureau
Dept. H.E.W. – Room 3258
330 Independence Avenue, S.E.
Washington, DC 20201

Government agency which sponsored "A Design For Youth Development Strategy"; publications list available.

Youth Liberation
P.O. Box 524
Brooklyn, New York 11215

A youth-run project with a good publications list.

The Youth Policy And Law Center, Inc.
31 W. Mifflin Street – Room 904
Madison, Wisconsin 53703

The Youth Project
1555 Connecticut, N.W.
Washington, DC 20009

A foundation which provides technical assistance and some funding for local youth-initiated projects for social change; emphasizes community-based, grass-roots efforts; annual report available.

INFORMATION SOURCES – ILLINOIS

Alternative Schools Network
1105 West Lawrence – Room 210
Chicago, Illinois 60640
(312) 728-4030

CACE – Juvenile Justice Task Force
10 South La Salle – Suite 800
Chicago, Illinois 60603
(312) 984-8128

Chicago Area Project
7601 Linden Avenue
Darien, Illinois 60559
(312) 963-4240

Chicago Law Enforcement Study Group
109 North Dearborn
Chicago, Illinois 60602
(312) 346-1179

Chicago Public Education Project
407 South Dearborn
Chicago, Illinois 60605
(312) 427-2533

Chicago Youth Alliance
19 South La Salle – Suite 800
Chicago, Illinois 60603
(312) 984-8131

Citizen's Information Service
67 East Madison
Chicago, Illinois 60602
(312) 236-0315

Constitutional Rights Foundation
Chicago Project
25 East Jackson Blvd. – Room 1612
Chicago, Illinois 60604
(312) 663-9057

Cook County Legal Assistance Foundation
19 South La Salle
Chicago, Illinois 60608
(312) 263-2267

Donor's Forum of Chicago
208 South La Salle
Chicago, Illinois 60604
(312) 726-4877

Illinois Commission On Children
3 West Old State Capitol Plaza
Room 206
Springfield, Illinois 62701
(217) 782-7833

Illinois Commission On Delinquency Prevention
185 North Wabash
Chicago, Illinois 60610
(312) 793-2964

Illinois Council Of Youth
c/o Illinois Commission On Children
3 West Old State Capitol Plaza
Room 206
Springfield, Illinois 62701
(217) 782-7833

Illinois Law Enforcement Commission (I.L.E.C.)
120 South Riverside Plaza
Chicago, Illinois 60606
(312) 454-1560

Illinois Youth Service Bureau Association
6 East Monroe – Suite 1502
Chicago, Illinois 60603
(312) 782-8970

Institute For Juvenile Research
974 South Wolcott
Chicago, Illinois 60612
(312) 996-1000

Institute For Voluntary Organizations
4800 Prince
Downers Grove, Illinois 60515
(312) 852-8850

John Howard Association
5 South Wabash Avenue
Chicago, Illinois 60603
(312) 263-1901

National PTA
700 N. Rush
Chicago, Illinois 60611
(312) 787-0977

Planning Consortium For Children's
Services In Illinois
1 West Old State Capitol Plaza
Springfield, Illinois 62702
(217) 525-6698

United Way Of Metropolitan Chicago
72 West Adams Street
Chicago, Illinois 60613
(312) 263-1756

United Way Of Suburban Chicago
15 Spinning Wheel Road
Hinsdale, Illinois 60521
(312) 242-2540

INFORMATION SOURCES – ILLINOIS

Youth Communications
207 South Wabash – 8th Floor
Chicago, Illinois 60604
(312) 663-0543

Youth Network Council
1123 West Washington Boulevard
Chicago, Illinois 60607
(312) 226-1200

Youth Services Department Of
The Cook County Sheriff
1401 South Maybrook Drive
Maywood, Illinois 60153
(312) 865-2900

CLEARINGHOUSES

The Center for Conflict Resolution
731 State
Madison, WI 53703
A resource collection regarding social change and decision making.

Children's Public Policy Network
c/o Children's Defense Fund
1520 New Hampshire Avenue, N.W.
Washington, DC 20036
A toll free number for advocates who need current information on national policy developments affecting children (800-424-9602); information exchange on policies, practices, and programs; technical assistance related to educating the public about children's needs and make those needs known to policy makers.

Educational Resources Information Center (ERIC)
National Institute of Education
Washington, DC 20208
A network of clearinghouses for educational literature; provides a wide range of clearinghouse services.

Health Education and Welfare Clearinghouse – Room 309-D
200 Independence, S.W.
Washington, DC 20201
Will provide a list of Health, Education and Welfare publications and where to get them.

National Center for Voluntary Action – Clearinghouse
1785 Massachusetts Avenue, N.W.
Washington, DC 20036
Program information, technical assistance, and an annotated bibliography of materials on the development of volunteer programs.

National Clearinghouse for Alcohol Information
P.O. Box 2345
Rockville, Maryland 20852
Information, publications and bibliographies on prevention programming and alternatives for youth.

National Clearinghouse For Drug Abuse Information
11400 Rockville Pike – Room 108
Rockville, Maryland 20852
Information, publications and bibliographies on prevention programming and alternatives for youth.

National Clearinghouse for Mental Health Information
5600 Fishers Lane
Rockville, Maryland 20852
Will do computerized literature searches free of charge.

National Commission on Resources for Youth, Inc.
39 W. 44th Street
New York, NY 10036
Serves as a clearinghouse and arranges training related to youth participation; extensive publications, lists and materials.

National Council on Crime and Delinquency
411 Hackensack Avenue
Hackensack, New Jersey 07601
Will send catalog of materials.

CLEARINGHOUSES

National Criminal Justice Reference Service
Box 6000
Rockville, Maryland 20856

Free computerized information searches on specific topics; agencies can register for regular notification of new literature.

National Information Center on Volunteerism
P.O. Box 4179
Boulder, Colorado 80302

Provides references and literature searches re: planning, program development, evaluation, recruiting, training, public relations, etc. – also publications list.

National Youth Work Alliance Clearinghouse
1346 Connecticut Avenue, N.W.
Washington, DC 20036

Addresses information needs of community-based youth programs, particularly related to juvenile justice and delinquency prevention; information and community-based program types and youth work issues; publications list and newsletter.

Program Evaluations Resource Center
501 Park Avenue South
Minneapolis, MN 55415

A list of publications on implementing evaluation.

Project Share
P.O. Box 2309
Rockville, Maryland 20852

Makes available materials concerning the planning, management, and development of human services; free quarterly journal and bibliographies.

Public Service Materials Center
104 East 40th Street
New York, NY 10016

Series of materials on fund-raising and foundations.

United States Government Printing Office
Superintendent of Documents
Washington, DC 20402

Will send government publications and lists of topics relating to: children and youth, juvenile delinquency, etc.

Westinghouse National Issues Center
2341 Jefferson Davis Highway – Suite #1111
Arlington, VA 22202

Publications, training, technical assistance, re: prevention.

NEWSLETTERS/JOURNALS

The American Family – National Action Overview
Wakefield Washington, Association #511
1120 20th Street, N.W.
Washington, DC 20036

ASN News
The Alternative Schools Network – #210
1105 West Lawrence
Chicago, Illinois 60640

Behavior Today
Atcom Building
2315 Broadway
New York, NY 10024
A newsletter which provides information on current research in the behavioral sciences and related fields.

C/O: Journal of Alternative Human Services
1172 Morena Boulevard
San Diego, California 92110
Contains articles of interest to alternative human service workers and explores issues in alternative services movement.

The Catalyst
5600 Oakland Avenue
G-316
St. Louis, Missouri 63110
Information about educational programs for pre-delinquent and delinquent youth who have been unsuccessful in traditional school settings.

Change: A Juvenile Justice Quarterly
National Office for Social Responsibility
1901 North Moore Street
Arlington, Virginia 22209

Child Welfare – The CWLA Newsletter
Child Welfare League of America
67 Irving Place
New York, NY 10003
Published by the Child Welfare League of America, particularly concerned with child welfare guidelines, i.e., Title XX and traditional social agencies.

Children's Rights Report
American Civil Liberties Union Foundation
22 East 40th Street
New York, NY 10016

Citizen Action in Education
Institute for Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215
A free quarterly concerning current practices in citizen participation in community development and schools.

The COSSMHO Reporter
National Coalition of Spanish-Speaking Mental Health Organizations
5412 East Beverly Boulevard – 2nd Floor
Los Angeles, California 90222

NEWSLETTERS/JOURNALS

Delinquency Prevention
Illinois Commission on Delinquency Prevention
185 North Wabash Avenue
Chicago, Illinois 60601

Evaluation Quarterly
Sage Publications
275 South Beverly Drive
Beverly Hills, California 90212
"A Journal of Applied Social Research"

Exchange
Child Welfare Resource Information Exchange – #501
2011 Eye Street, N.W.
Washington, D.C. 20006
Lists information resources, re: Juvenile Justice, child abuse, management, etc.

Federal Programs Monitor
Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Focus
Coalition for Children & Youth – Suite 600
815 15th Street, N.W.
Washington, D.C. 20005

The Grantsmanship Center News
1015 West Olympic Boulevard
Los Angeles, California 90015
Information and guidance for those seeking government and/or private source grants; reprints available.

Growth Without Schooling
Holt Associates
308 Boylstrom Street
Boston, Massachusetts 02116

Group and Organization Studies: The International Journal for Group Facilitators
University Associates
7596 Eads Avenue
La Jolla, California 92037

Journal of Humanistic Psychology
416 Hoffman
San Francisco, California 94114

Innovations
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

Institutions, etc., Investigative Newsletter on Institutions/Alternatives
National Center for Action on Institutionalization and Alternatives
Room 1024
1346 Connecticut, N.W.
Washington, D.C. 20036
Current strategies, research, problems concerning institutions, deinstitutionalization and community alternatives.

Juvenile Justice Digest
Washington Crime News Services
7620 Little River Turnpike
Annandale, Virginia 22003
Summary of significant news events in the field of delinquency prevention.

Looking Glass
Youth Policy and Law Center
204 South Hamilton
Madison, Wisconsin 53703
Youth issues related to law, legal rights, and policy.

New Expressions - C/O Youth Communications, Inc.
8th Floor
207 South Wabash Avenue
Chicago, Illinois 60604
Published by and for youth.

New Designs for Youth Development
Associates for Youth Development
5423 East Fairmount Place
Tucson, Arizona 85712

Newsline
Youth Network Council
1123 West Washington
Chicago, Illinois 60607
and
The Bulletin
Illinois Youth Service Bureau Association
6 East Monroe Suite 1502
Chicago, Illinois 60603
Coalition publications concerning national/local issues of concern to community-based youth service providers - includes job and resource listings.

Paper Rose
1810 S.E. 39th Avenue
Portland, Oregon 97214
Published by and for youth.

Prevention Profiles
Division of Youth Services
Department of Corrections
302 Turner Road
Richmond, Virginia 23225

Prevention Resources
Pyramid
39 Quail Court - #201
Walnut Creek, California 94596
A newsletter which specifically is oriented towards substance abuse prevention, however, many articles are transferrable and the newsletter provides a great deal of up-to-date information about youth prevention information sources and resources.

Resources for Youth Newsletter
National Commission on Resources for Youth, Inc.
36 West 44th Street - Room 1314
New York, NY 10036
A full quarterly which devotes each issue to exemplary youth participation projects and provides resources for program development - will send back copies.

NEWSLETTERS/JOURNALS

Response
Illinois Law Enforcement Commission
120 South Riverside Plaza
Chicago, Illinois 60606

Social Advocates for Youth
National Office
975 N. Point Street
San Francisco, California

Stone Soup
P.O. Box 83
Santa Cruz, California 95063

Student Advocate
National Association of Secondary Principals
Office of Student Activities
1904 Association Drive
Reston, Virginia 22091

Voice of Youth Advocates
111 South Highland Avenue – #3
Ossining, NY 10562

Washington Report on Federal Legislation for Children
American Parents Committee
1346 Connecticut, N.W.
Washington, DC 20036

Y-Circulator
National YMCA Program Materials
291 Broadway
New York, NY 10007
Monthly newsletter of youth unemployment information which provides program development information.

Youth Action Newsline
c/o The Three O'Clock Lobby
P.O. Box 431
Lansing, Michigan 48824
A monthly newsletter published by a youth advocacy organization which was established and is run by young people.

Youth Alternatives
National Youth Work Alliance
Room 502
1346 Connecticut Avenue, N.W.
Washington, DC 20036
A monthly newsletter which reports on issues and events in Washington which affect youth and youth service providers, also news on funding sources, innovative programs, and – state/local youth issues – includes resources and jobs for youth workers.

Youth Alternatives
Teen Outreach
Y.W.C.A.
Tucson, Arizona 85705
Published by and for youth.

NEWSLETTERS/JOURNALS

You and Youth
850 Third Avenue
New York, N.Y. 10022
Monthly newsletter of youth unemployment information which provides program development information.

Youth Forum
National Council on Crime and Delinquency
Continental Plaza
411 Hackensack Avenue
Hackensack, New Jersey 07601
A free publication concerning youth and juvenile justice issues.

Youth Reporter
Department of Health, Education and Welfare
Youth Development Bureau
400 6th Street, S.W.
Washington, DC 20201
Highlights local and national activities in youth development and youth participation.

SUPPLEMENTAL BIBLIOGRAPHIES:

Assessment

Planning

Research

Evaluation

Training

Funding

ASSESSMENT

**Alley, S., Blanton, J. Program Development: A Manual for Organizational Self Study, 1975; National Institute of Health, Washington, D.C.

Babbie, E. Survey Research Methods, 1973; Wadsworth Publishing Company, Belmont, Ca.

**Behavioral Research Institute, An Evaluation of the Oakland Youth Work Experience Program and Community Planning and Feedback Instruments – Research Handbook, Behavioral Research Institute, 2305 Canyon Blvd., Boulder, Colo. 80302

**Burges, Bill, Facts, Figures: A Layman's Guide to Conducting Surveys, 1976; Institute for Responsive Education, Boston

*Center for Conflict Resolution, Approaches to Conflict Analysis, Center for Conflict Resolution, 731 State St., Madison, Wi. 53703

Center for Governmental Studies, Village of Skokie Youth Needs Survey, 1978; Northern Illinois University, DeKalb, Il. 60115

The Community Work Group, Current Issues In Community Work, 1973; Routledge and Kegan Paul, Boston and London

Comney, Backer, Glaser. A Sourcebook for Mental Health Measure, 1973; Human Interaction Research Institute, Los Angeles, Ca.

Dimrock, H., Leadership and Group Development Series, 1970; Learning Resources Corp., 7594 Eads Ave., La Jolla, Ca. 92037

Ebenard, Millired, eds., Educational Change: A Humanistic Approach, 1976; University Associates, La Jolla, Ca.

*Gottesfeld, H., Educational Values Assessment, 1973; Behavioral Publications, New York, N.Y.

Hamberg, J., Where It's At, 1967; New England Free Press, 791 Tremont, Boston, Mass. 02118

Hissong, J., Youth-Community Coordination Project, 1978; American Public Welfare Association, 1155 16th St., N.W., Washington, D.C. 20036

*Illinois Youth Service Bureau Association, Management and Administration of Community Youth Services, 1977; Illinois Youth Service Bureau Assoc., 6 E. Monroe, Suite 1502, Chicago, Il. 60603

**Johnson, Grant, Analyzing Interorganizational Needs (1976) and Analyzing Relations Among Organizations Serving Youth (1977); Center for Action Research, 2019 10th St., Boulder, Colo. 80302

**Jones, E.R., Finding Community: A Guide to Community Research and Action, 1971; James E. Feel and Associates, Palo Alto, Ca.

**Kaufman, A., Identifying and Solving Problems: A System Approach, 1979; University Associates, La Jolla, Ca.

Kotler, P., Marketing for Non-Profit Organizations, 1975; Prentice Hall, Inc., Englewood Cliffs, N.Y.

League of Women Voters, Know Your Schools, Know Your Community, The Politics of Change; League of Women Voters, 1730 M St., N.W., Washington, D.C. 20036

Lippit, Hooyman, Sashkin & Kaplan, Resourcebook for Planned Change, 1978; 7594 Eads Avenue, La Jolla, Ca. 92037

**Miller, M.G., Developing Community Planning Capacity for Youth Development and Delinquency Prevention Programming; Eric Document Reproduction, P.O. Box 190, Arlington, Va. 22210

*Miles, M., Lafe, D., Earle, R., Measuring Human Behavior: The Assessment of Social Functioning, 1973; Teachers College Press, New York

*Morris, William, Sashkin, Marshall, Organization Behavior in Action, 1976.

*NTL Institute, Inventing the Future Process: A Participatory Process For Alternative Futures and A Problem-Solving Program; NTL Institute, 2817 N. Dorr Ave., Fairfax, Va. 22030

National Board Of YWCA, Look Beneath the Surface of the Community, 1974; National Board Of YWCA, 600 Lexington Ave., New York, NY

The National Center for Alcohol Education: Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency, 1976; 1601 N. Kent, Arlington, Va. 22209

The O.M. Collective, The Organizers Manual, 1975; Bantam Books, 666 Fifth Ave., New York, N.Y.

**Palmer and Jacobsen, Action Research, Institute for Responsive Education, 704 Commonwealth Ave., Boston, Mass. 02215

**Rogers, Greenberg, Keller, Process for Program Development, 1976; vol. 1-4; National Office for Social Responsibility, 1901 N. Moore St., Arlington, Va. 22209

Runke, Schmuch, Martell, Derr, Handbook of Organization Development in Schools; National Press Books, Palo Alto, Ca.

Sanders, I., Making Good Communities Better, 1950; University of Kentucky Press; Lexington, Ky.

Survey Research Center, Institute for Social Research, Interviewer's Manual, 1976; University of Michigan, Ann Arbor, Mi.

**Trainer, P., ed., Assessment and Evaluation for Youth Program, 1978;
Center for Action Research, Inc., Boulder, Colo.

*Warheit, Bell, Schwab, Planning for Change: Needs Assessment Approaches;
University of Florida, Gainesville, Florida and the National Institute of Mental Health

Weiss, Carol, ed., Evaluating Action Programs: Readings in Social Action and Education, 1972;
Allyn and Bacon, Inc., Boston.

**Weiss, Carol, Evaluation Research, 1972; Prentice Hall, Inc., Englewood Cliffs, N.J.

Wolfe, Howard, "How to Conduct A Qualitative Opinion Poll for Evaluation and Basic Research",
April, 1978; Center for Youth Development and Research, Minneapolis, Minn.

Zaltman, G & Duncan, R., Strategies for Planned Change, 1977;
Learning Resources Corp., 7594 Eads Ave., La Jolla, Ca. 92037

PLANNING

••Barton, Paul, Designing Youth Policy: Starting Points, June, 1977;
National Manpower Institute, 1211 Connecticut Ave., N.W., #301, Washington, DC 20036

••Behavioral Research Institute, An Evaluation of the Oakland Youth Work Experience Program and Community Planning and Feedback Instruments – Research Handbook, Behavioral Research Institute, 2305 Canyon Blvd., Boulder, Colo. 80302

Blanton and Alley, "How Evaluation Findings Can Be Integrated into Program Decision-Making", Vol. 14, 3, 1978; Community Mental Health Journal

•Blanton and Alley, Program Development: A Manual for Organizational Self-Study, 1975;
Social Action Research Center, 18 Professional Center Parkway, San Rafael, Ca., 94903

••Bennis, Benne, and Chin, eds., The Planning of Change, 1969; Holt, Rinehart, & Winston, New York

Buel, Bradley, and Associates, Community Planning for Human Services, 1952;
Columbia University Press, New York

Child Welfare League of America, Guide for Board Organization in Social Agencies, 1975, Also; The Board Members of a Social Agency – Roles and Responsibilities, 1957; 67 Irving Place, N.Y. 10003

Community Action Training Institute, News Man; P.O. Box 2446, Trenton, N.J. 08608

The Community Work Group, Current Issues in Community Work, 1973; Routledge and Kegan Paul, Boston and London

•Dale, Duane and Mitiguy, Nancy, Planning For A Change: A Citizens Guide To Creative Planning And Program Development, The National Center for Citizen Involvement, P.O. Box 1807, Boulder, Colo. 80306

Dimrock, H. Leadership and Group Development Series, 1970;
Learning Resources Corp., 7594 Eads Ave., La Jolla, Ca. 92037

•Drucher, P., The Effective Executive, 1967; Harper and Row, New York

Dunn, W.N. and Swierczek, F.W., "Planned Organizational Change: Toward Grounded Theory", 1977; Journal of Applied Behavioral Science

•Ebenard, Milliren, eds. Educational Change: A Humanistic Approach, 1976;
University Associates, La Jolla, Ca.

Finks, D., The Dynamics of Citizen Coalition;
Institute on Pluralism and Group Identity, 165 East 56th Street, New York, N.Y. 10022

•Fisher, John, How to Manage a Non-Profit Corporation, 1978;
Volunteer Readership, P.O. Box 1807, Boulder, Colo. 80306

"The Grantsmanship Center Training Program"; One week program on program planning; proposal writing; government, foundation, and local funding; c/o 1031 S. Grand Ave., Los Angeles, Ca. 90015

The Grantsmanship Center – Program Planning And Proposal Writing and Proposal Checklist;
1031 S. Grand Ave., Los Angeles, Ca. 90015

••Hardy, James, Corporate Planning . . Non-Profit Organizations, 1972;
Association Press, 291 Broadway, New York, N.Y. 10007

Hissong, J. and Dignan, G., "Community Development for Youth", a 2 day seminar for 50 people at $55.00 each;
American Public Welfare Association, 1155-16th St., N.W., Washington, D.C. 20036

Hissong, J., Youth-Community Coordination Project, 1978;
American Public Welfare Association, 1155-16th St., N.W., Washington, D.C. 20036

••Hughes, C.L., Goal Setting, 1965; American Management Association, New York

Illinois Youth Service Bureau Association, Management and Administration of Community Youth Services, 1977;
Illinois Youth Service Bureau Assoc., 6 E. Monroe, Suite 1502, Chicago, Il. 60603

•Ingraham, Kuhrt, Winer-Cyr, Predictive Accountability for Development, Implementation, and Evaluation of Prevention Programs; Center for Human Organization, Star Route 1, Box 451, Kingston, Wa. 98346

Jones, G., Praeger, F., Planned Organizational Change, 1969; Frederick Praeger, N.Y., N.Y.

Jones, W.R., Finding Community; A Guide to Community Research and Action, 1971;
James E. Feel and Associates, Palo Alto, Ca.

Kahn, A.J., Planning Community Services for Children in Trouble, 1963; Columbia University Press, New York

Kaufman, A., Identifying and Solving Problems: A System Approach, 1979; University Associates, La Jolla, Ca.

•Keniston, K. and the Carnegie Council on Children; All Our Children: The American Family Under Pressure, 1978; Harcourt Brace Jovanovich, 757 Third Ave., New York, N.Y.

•Kett, J., The American Family, 1978, Human Values and Public Policy, 1978;
Institute on Pluralism and Group Identity, 165 East 56th, New York, N.Y. 10022

Klein, D. and Goldston, S., eds., Primary Prevention: An Idea Whose Time Has Come, 1977;
U.S. Govt. Printing Office #017-024-0 00635-1

•Kotler, P., Marketing for Non-Profit Organizations, 1975; Prentice Hall, Inc., Englewood Cliffs, N.J.

Lawson, Griffin, Donant, Leadership is Everybody's Business, 1976;
Volunteer Readership, P.O. Box 1807, Boulder, Colo. 80306

League of Women Voters, Know Your Schools, Know Your Community, The Politics of Change; League of Women Voters, 1730 M St., N.W., Washington, D.C. 20036

•Lippit, R. The Dynamics of Planned Change, 1958; Harcourt, Brace, New York

••Lippit, Hooyman, Sashkin & Kaplan, Resourcebook For Planned Change, 1978; Learning Resources Corp., 7594 Eads Ave., La Jolla, Ca. 92037

••Miller, M.G., Developing Community Planning Capacity for Youth Development and Delinquency Prevention Programming; Eric Document Reproduction, P.O. Box 190, Arlington, Va. 22210

Milner, Storm, Schachtsick, Wylder, A Citizen's Handbook on Planning for Delinquency Prevention, 1977; Illinois Commission on Delinquency Prevention

Mondale, W.F., "Social Accounting, Evaluation, and the Future of Human Services", Vol 1, No. 1, Fall, 1972; Evaluation

•Morris, William, Sashkin, Marshall, Organization Behavior in Action, 1976; West Publishing Company, New York, Boston, San Francisco

NTL Institute, Inventing the Future Process: A Participation Process For Alternative Futures and A Problem-Solving Program, NTL Institute, 2817 N. Dorr Ave., Fairfax, Va. 22030

National Board of YWCA, Look Beneath the Surface of the Community, 1974; National Board of YWCA, 600 Lexington Ave., New York, N.Y.

The National Center for Alcohol Education, Planning a Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency, 1976; 1601 N. Kent, Arlington, Va. 22209

••National Council of YMCA's, Planning for Juvenile Justice, 1975; Urban Action and Program Division, National Council of YMCA's, 291 Broadway, New York, N.Y. 10007

•National Research Council Advisory Committee on Child Development, Toward A National Policy for Children and Families; Printing and Publishing Offices, National Academy of Sciences, 2102 Constitution Ave., Washington, D.C. 20418

•New York Division for Youth, Goals and Objectives – A Planning Model, 1975; National Criminal Justice Reference Service, Box 6000, Rockville, Md. 20850

The O.M. Collective, The Organizers Manual, 1975; Bantam Books, 666 Fifth Avenue, New York, N.Y.

•O'Connell, Brian, Effective Leadership in Volunteer Organizations, 1976; Learning Resources Corp., 7594 Eads Avenue, La Jolla, Ca. 92037

••Reicken and Bonich, Social Experimentation; A Method of Planning and Evaluating Social Intervention, 1974; Academic Press, New York

•Rogers, Greenberg, Keller, Process for Program Development, 1976, Vol. 1-4; National Office for Social Responsibility, 1901 N. Moore St., Arlington, Va. 22209

•Rothman, Erlich, Teresa, Promoting Innovation and Change in Organizations and Communities, 1976; J. Wiley and Son, Inc., New York

•Rothman, Jack, Planning and Organizing for Social Change, 1974; Columbia University Press, N.Y., N.Y.

Sanders, J., Making Good Communities Better, 1950; University of Kentucky Press, Lexington, Ky.

•Social Action Resource Center, Youth Participation in Program Development Kit, 1978; Social Action Resource Center, 18 Professional Center Parkway, San Rafael, Ca. 94903

Sorrentino, A., How to Organize Community-Based Programs; Social Justice Program, Sangamon State University, Springfield, Ill. 62708

Spergel, Irving, Community Problem-Solving: The Delinquency Example, 1969; The University of Chicago Press, Chicago and London

Weiss, Carol, Evaluation Research, 1972; Prentice Hall, Inc., Englewood Cliffs, N.J.

•Zaltman, G. & Duncan, R., Strategies for Planned Change, 1977; Learning Resources Corp., 7594 Eads Ave., La Jolla, Ca. 92037

RESEARCH

**Babbie, E., Survey Research Methods, 1973; Wadsworth Publishing Company, Belmont, CA

*Backstrom, C., Hursh, G., Survey Research, 1963; Northwestern University

*Behavioral Research Institute, An Evaluation of the Oakland Youth Work Experience Program, and Community Planning and Feedback Instruments – Research Handbook, Behavioral Research Institute, 2305 Canyon Boulevard, Boulder, CO 80302

*Brennan, J., Evaluation and Validation Regarding the National Strategy for Youth Development, 1974; By Behavioral Research Institute; available from: NCJRS Microfiche Program, Box 6000, Rockville, MD

*Campbell, D., and Stanky, J., Experimental and Quasi-Experimental Designs for Research, 1963; Rand-McNally, Chicago, IL

Carey, Hardy, Tippit, Alternative Designs for Action Research Workshops, National Board of Y.M.C.A.'s, 291 Broadway, New York, NY 10007

*Caro, Francis, Readings in Evaluation Research, 1971; Russell Sage Foundation, New York, NY.

Hamberg, J. Where It's At, 1967; New England Free Press, 791 Tremont, Boston, MA 02118

Ingrzham, Juhrt, Winer-Cyr, Predictive Accountability for Development, Implementation, and Evaluation of Prevention Programs; Center for Human Organization, Star Route 1, Box 451, Kingston, WA 98346

Institute for Child Advocacy, Research as A Tool in Problem-Solving at the Community Level; Institute for Child Advocacy, 1305 S. Broadway, Los Angeles, CA 90037

Jones, W.R., Finding Community: A Guide to Community Research and Action, 1971; James E. Feel and Associates, Palo Alto, CA

**Kimble, Gregory, How to Use and Misuse Statistics, 1978; Prentice-Hall, Inc., Englewood Cliffs, N.J.

Klein, D., and Goldston, S., eds., Primary Prevention: An Idea Whose Time Has Come, 1977; U.S. Government Printing Office, #017-024-0 00635-1

**Little, Judith, W., Action Research: A Handbook for Program Managers, Administrators, and Citizens, 1978; Center for Action Research, 2019 10th Street, Boulder, CO 80302

Mondale, W.F., "Social Accounting, Evaluation, and the Future of Human Services", Vol. 1, No. 1, Fall, 1972; Evaluation

*Palmer and Jacobsen, Action Research, Institute for Responsive Education, 704 Commonwealth Avenue, Boston, MA 02115

*Philips, Bernard S., Social Research: Strategy and Tactics, 1976; MacMillan Publishing Company, Inc., New York, NY

*Rogers, Greenberg, Keller, Process for Program Development, 1976; Volume 1-4; National Office for Social Responsibility, 1901 North Moore Street, Arlington, VA 22209

Rossi and Williams, eds., Evaluating Social Programs, 1972; Seminar Press, New York and London

Schops, DiBartolo, Palley, Churgin, Primary Prevention Evaluation Research; Summary available: Pyramid, 39 Quail Ct., #201, Walnut Creek, CA 94596

Survey Research Center, Institute for Social Research, Interviewer's Manual, 1976; University of Michigan, Ann Arbor, MI

*Weiss, Carol, ed., Evaluating Action Programs: Readings in Social Action and Education, 1972; Allyn and Bacon, Inc., Boston, MA

**Weiss, Carol, Evaluation Research, 1972; Prentice-Hall, Inc., Englewood Cliffs, N.J.

*Wolf, Howard, "How to Conduct a Qualitative Opinion Poll for Evaluation and Basic Research", April, 1978; Center for Youth Development and Research, Minneapolis, MN

EVALUATION

Abt, Clark, ed., The Evaluation of Social Programs, 1977; and
**Dolbeare, Kenneth, ed.; Public Policy Evaluation, 1975; Sage Publications, P.O. Box 5023, Beverly, Hills, Ca 90210

Alley, S., Blanton, J., "How Evaluation Findings Can Be Integrated Into Program Decision-Making", Vol. 14,3, 1978, Community Mental Health Journal

**Alley, S., Blanton, J., Program Development: A Manual For Organizational Self-Study, 1975; Social Action Research Center, San Rafael, Ca. 94903

Behavioral Research Institute, An Evaluation of the Oakland Youth Work Experience Program, and Community Planning and Feedback Instruments – Research Handbook, Behavioral Research Institute, 2305 Canyon Boulevard, Boulder, Colo. 80302

**Boston, Guy, Techniques for Project Evaluation, 1977; National Institute of Law Enforcement and Criminal Justice, L.E.A.A., Department of Justice

*Brennan, T., Evaluation and Validation Regarding the National Strategy for Youth Development, 1974; by Behavioral Research Institute, available from NCJRS Microfiche Program, Box 6000, Rockville, Md.

Campbell, D.T., "Reforms as Experiments", 1969 (June) American Psychologist

Campbell, D., and Stanley, J., Experimental and Quasi-Experimental Designs for Research, 1963; Rand-McNally, Chicago, Il.

*Caro, Francis, Readings in Evaluation Research, 1971; Russell Sage Foundation, New York, NY

*Evaluating Action Programs: Readings in Social Action and Education, 1972; Allyn and Bacon, Boston, Mass.

*Hardy, James, Corporate Planning for Non-Profit Organizations, 1972; Association Press, 291 Broadway, New York, NY 10007

Hargreaves, et. al., Resource Materials for Community Mental Health Program Evaluation, 1975; National Institute on Mental Health

Hissong, J., Youth-Community Coordination Project, 1978; American Public Welfare Association, 1155 16th Street, N.W., Washington, DC 20036

*Ingraham, Juhrt, Winer-Cvr, Predictive Accountability for Development, Implementation, and Evaluation of Prevention Programs, Center for Human Organization, Star Route 1, Box 451, Kingston, Wash. 98346

*Kaufman, Nancy, Evaluating Prevention: Demystifying the Myth, 1979; Wisconsin Bureau of Alcohol and Other Drug Abuse, 1 West Wilson, Room 523, Madison, Wisc. 53702

Lippitt, Hooyman, Sashkin and Kaplan; Resourcebook for Planned Change, 1978; Learning Resources Corporation, 7594 Eads Avenue, La Jolla, Ca. 92037

Mondale, W.F., "Social Accounting, Evaluation, and the Future of Human Services", Vol. 1, No. 1, Fall, 1972; Evaluation

The National Center for Alcohol Education, Planning a Prevention Program: A Prevention Program: A Handbook for the Youth Worker in an Alcohol Service Agency, 1976; 1601 North Kent, Arlington, Va. 22209

National Council of Y.M.C.A.'s, Planning for Juvenile Justice, 1975; Urban Action and Program Division, National Council of Y.M.C.A.'s, 291 Broadway, New York, NY 10007

**National Evaluation of Youth Service Systems, 1973; Behavioral Research Institute, 2305 Canyon Boulevard, Boulder, Colo. 80302

O'Connell, Brian, Effective Leadership in Volunteer Organizations, 1976; Learning Resources Corporation, 7594 Eads Avenue, La Jolla, Ca. 92037

Primary Prevention in Drug Abuse: An Annotated Guide to the Literature, 1977; Prevention Branch, National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, Md. 20852

Reicken and Bonich, Social Experimentation, A Method of Planning, and Evaluating Social Intervention, 1974; Academic Press, New York, NY

**Rocheleau, B., Without Tears or Bombast: A Guide to Program Evaluation, 1975; Center for Governmental Studies, Northern Illinois University, DeKalb, Il. 60115

Rogers, Greenberg, Keller, Process for Program Development, 1976; Vol. 1-4, National Office for Social Responsibility, 1901 N. Moore St., Arlington, Va. 22209

Rossi and Williams, eds., Evaluating Social Programs, 1972; Seminar Press, New York and London.

*Schops, DiBartolo, Palley, Churgin, Primary Prevention Evaluation Research, Summary available: Pyramid, 39 Quail Ct., #201, Walnut Creek, Ca. 94596

Spergel, Irving, Community Problem-Solving: The Delinquency Example, 1969; The University of Chicago Press, Chicago & London

**Trainer, P., ed., Assessment and Evaluation for Youth Programs, 1978; Center for Action Research, Inc., Boulder, Colo.

*Weiss, Carol, ed., Evaluating Action Programs: Readings In Social Action and Education, 1972; Allyn and Bacon, Inc., Boston, Mass.

**Weiss, Carol, Evaluation Research, 1972; Prentice-Hall, Inc., Englewood Cliffs, N.J.

Williams, Walter, "Developing an Evaluation Strategy for a Social Action Agency", Vol. 4, No. 4, 1969; Journal of Human Resource

*Wolf, Howard, "How to Conduct a Qualitative Opinion Poll for Evaluation and Basic Research", April, 1978; Center for Youth Development and Research, Minneapolis, Minn.

Wright, William and Dixon, Michael, "Community Prevention and Treatment of Juvenile Delinquents: A Review of Evaluative Studies", 1977; 14 (1): 35-67, Journal of Crime and Delinquency

Zaltman, G., and Duncan, R., Strategies for Planned Change, 1977; Learning Resources Corp., 7594 Eads Avenue, La Jolla, Ca. 92037

TRAINING

**Bradford, L., Making Meetings Work, 1976; Volunteer Readership, P.O. Box 1807, Boulder, Colo. 80306

Bormann, N. and E., Effective Small Group Communication, 1972; Burgess Publishing Co., Minneapolis, Minn.

Can Do: A Technical Assistance Guide (for Chicago area), 1979;
Donor's Forum Library, 208 S. LaSalle St., Room 840, Chicago, Il. 60604

Carey, Hardy, Lippitt, Alternative Designs for Action Research Workshops,
National Board of YMCA's, 291 Broadway, New York, N.Y. 10007

The Community Work Group, Current Issues in Community Work, 1973;
Routledge and Kegan Paul, Boston and London

*Dale, Duane and Mittguy, Nancy, Planning For A Change: A Citizen's Guide To Creative Planning And Program Development, The National Center for Citizen Involvement, P.O. Box 1807, Boulder, Colo. 80306

**Davis, Larry, Planning, Conducting, and Evaluating Workshops; and Nadler, L., Developing Human Resources, and Craig, D., Trainer's Handbook; Learning Concepts, 2501 N. Lamar, Austin, Tx. 78705

*Donaldson, L. & Scannell, E., Human Resource Development: The New Trainer's Guide, 1978; M. & R. Havelock, Training for Change Agents, 1973; Mager, R., The Mager Library – Six Volumes. Learning Resources Corporation, 7594 Eads Ave., La Jolla, Ca. 92037

Gellerman, Saul, "Training and Behavior Change," Feb., 1977, Training and Development Journal

"The Grantsmanship Center Training Program" – one week program on program planning; proposal writing; government foundation, and local funding; c/o 1031 S. Grand Ave., Los Angeles, Ca. 90015

Hissong, J. and Dignan, G. "Community Development for Youth", a 2 day seminar for 50 people at $55.00 each; American Public Welfare Assoc., 1155-16th St., N.W., Washington, D.C. 20036

Hissong, J. Youth-Community Coordination Project, 1978;
American Public Welfare Assoc., 1155-16th St., N.W., Washington, D.C. 20036

*Institute for Child Advocacy, A Manual on Training of Child Advocates and A Paper on Training Non-Professional Workers for Advocacy Roles, Institute for Child Advocacy, 4305 S. Broadway, Los Angeles, Ca. 90037

*Loureide, J. and Biddle, W., Encouraging Community Development, Holt, Rinehart, & Winston, New York

Luft, J., Group Processes: An Introduction to Group Dynamics, 1970; National Press Books, Palo Alto, Ca.

**Nadler, L. and Z., The Conference Book & Kirkpatrick, D., Evaluating Training Programs, & Craig, R., ed., Training and Development Handbook; & Anderson, R., Selecting and Developing Media for Instruction; American Society for Training & Development, P.O. Box 5307, Madison, Wi. 53705

*National Council of YMCA's Design for Training; National Board of YMCA's, 291 Broadway, New York, N.Y.

*National Council of YMCA's Training Volunteer Leaders, 1974; 291 Broadway, New York, N.Y. 10007

National Drug Abuse Center, Training of Trainer's, participant's and trainer's manuals; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (017-024000817-6/017-024-00856-7)

**National Student Volunteer Program, Training School Volunteers and High School Student Volunteers, 1972; 806 Connecticut, N.W., Washington, D.C. 20525

*National Urban League, The Community Educator's Handbook,
National Urban League, E. 62nd St., New York, N.Y. 10021

Neleigh, Newman, Madore, Sears, "Training Non-Professional Community Project Leaders", 1971; Community Mental Health Journal, Monograph Series #6, Behavioral Publications, NY

*Northwest Regional Education Laboratory, The Community Resource Person's Guide for Experience-Based Learning and Experience-Based Learning: How to Make the Community Your Classroom, 1977; Northwest Regional Education Laboratory, Portland, Or.

**Pell, A., Recruiting, Training, and Motivating Volunteer Workers, 1972;
Volunteer Readership, P.O. Box 1807, Boulder, Colo. 80306

*Pfeiffer, William and Jones, John, Handbooks for Structured Experiences for Human Relations Training; Vol. I-VIII; Also Annual Handbook for Group Facilitators and Organizational Behavior in Action, 1976; Learning Resources Corporation, 7594 Eads Avenue, La Jolla, Ca. 92307

*Primary Prevention in Drug Abuse: An Annotated Guide to the Literature, 1977;
Prevention Branch, National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, Md. 20852

Robinson, J. and Clifford, R., Process Skills in Organization Development, 1972;
Board of Trustees, University of Illinois, Urbana, Ill.

Rogers, Greenberg, Keller, Process for Program Development, 1976; vol. 1-4;
National Office for Social Responsibility, 1901 N. Moore St., Arlington, Va. 22209

Student Community Involvement Center, Internship Seminars/Workshop for Students in Community Service,
1022 Sir Francis Drake Blvd., San Anselmo, Ca. 94960

FUNDING

•The Catalog of Federal Domestic Assistance and Commerce Business Daily and The Federal Register, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

•The Catalog of Federal Youth Programs; Youth Development Bureau; Department of Health, Education and Welfare, 330 Indiana, S.W., Washington, DC 20207

•Center for Community Change, General Revenue Sharing: Influencing Local Budgets, 1978; Center for Community Change, 1000 Wisconsin, N.W., Washington, DC 20007

•Coalition for Children and Youth, The Children's Political Checklist, and How to Raise Money for Kids, 1978; Coalition for Children and Youth, Suite 600, 815-15th Street, N.W., Washington, DC 20005

••Flanagan, Joan, The Grass Roots Fund-Raising Book, The Youth Project, P.O. Box 988, Hicksville, NY 18802, also available from National Youth Work Alliance, 1346 Connecticut Avenue, N.W., Washington, DC 20036

•Foundation Directory, Columbia University Press, 136 S. Broadway, Irving-On-Hudson, NY 10533

••The Grantsmanship Center Training Program – One-Week program on program planning; proposal writing; government, foundation and local funding; reprints available re: fundraising, government funding, foundations and corporate funding, proposal writing, 1031 South Grand Avenue, Los Angeles, Ca. 90015

•A Guide for Non-Profit Institutions, August, 1974; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Hardy, James, Corporate Planning For Non-Profit Organizations, 1972; Association Press, 291 Broadway, New York, NY 10007

•Hennessey, P., ed., The Grant Writer's Handbook, 1978-1979; Learning Resources Corp., 7594 Eads Avenue, La Jolla, Ca. 92037

•Jacquette, F.L. and B., What Makes a Good Proposal? Margolin, J., About Foundations: How to Find The Fact You Need to Get A Grant available through The Foundation Center, 888 7th Ave., Nevs York, N.Y. 10019

Mayer, R., What Will a Foundation Look For? available throug. The Foundation Center, 888 7th Ave., New York, N.Y. 10019

•Miller, R., and Orser, G., You Don't Know What You Got Until You Lose It, 1976; The Support Center, 1424 16th Street, N.W., Room 201, Washington, DC 20036

•Mitiguy, Nancy, The Rich Get Richer And The Poor Write Proposals, The National Center For Citizen Involvement, P.O. Box 1807, Boulder, Colo. 80306

•Mueller, C., A Pocket Guide to Title XX, 1976; Child Welfare League of America, 67 Irving Place, New York, NY 10003

National Endoqment for the Arts, Cultural Directory: Guide to Federal Funds and Services for Cultural Activities, 1974; Associated Council of the Arts, New York, N.Y.

National Council of Y.M.C.A.'s, Planning for Juvenile Justice, 1975; Urban Action and Program Division, National Council of Y.M.C.A.'s, 291 Broadway, New York, NY 10007

••National Youth Work Alliance, Stalking the Large Green Grant, 1976; 1346 Connecticut, N.W., Washington, DC 20036

•O'Connell, Brian, Effective Leadership in Volunteer Organizations, 1976; Learning Resources Corp., 7594 Eads Avenue, La Jolla, Ca. 92037

Rado, S.A., Organizing An Effective Youth Involvement Unit (Vol. I), 1976; National Network of Youth Advisory Boards, P.O. Box 402036, Ocean View Branch, Miami Beach, Fl. 33140

••Regional Youth Adult Project/Pacific Change, The Bread Game, Glide Publications, 330 Ellis Street, San Francisco, Ca. 94102

••Riegel, B., ed., Bootstrap Fundraising For Human Services Programs, 1977; Volunteer Readership, P.O. Box 1807, Boulder, Colo. 80306

•Scholarship Education, and Defense Fund for Racial Equality (S.E.D.F.R.E.): How to Raise Money for Community Action, 315 Seventh Avenue, New York, NY 10001

••Warner, Irving, The Art of Fundraising, 1975; Harper and Row.